

SOCIO-PSYCHOLOGICAL DIMENSIONS OF PARTICIPATORY PROCESSES:  
IN THE CASE OF THE LOCAL GOVERNMENT AND NGO COOPERATION  
IN PARTICIPATORY DEMOCRACY PROJECT

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## ABSTRACT

### SOCIO-PSYCHOLOGICAL DIMENSIONS OF THE PARTICIPATORY PROCESSES: IN THE CASE OF THE LOCAL GOVERNMENT AND NGO COOPERATION IN PARTICIPATORY DEMOCRACY PROJECT

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The transformation of the planning paradigm from rational comprehensive planning to participatory planning is commonly explained by the shift from instrumental rationality to communicative rationality. Based on communicative rationality, participatory planning approach has its own assumptions. One of the assumptions and pre-conditions of the realization of participatory planning practices is consensus-building. However, because of context-dependency of participatory planning processes, building consensus at the same level within every unique context is not possible. Therefore, comparing the participatory processes in terms of their success, which is commonly evaluated with standard success criteria in the literature, cannot be proper to participatory planning approach. Moreover, for the present study, exploring the factors affecting the participatory processes with a critical approach to increase the realization chance of participatory practices is more important than evaluating their successes. Focusing on the factors, affecting the participatory planning processes at interactional and socio-cultural levels, the thesis study aims to explore the socio-psychological dimensions of participatory processes that hinder and/or enhance them.

To do that, the study poses three main research questions: '*what are the socio-psychological dimensions of the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek?*', '*how much do socio-psychological dimensions explain the success of participatory*

*processes?’ and ‘how do socio-psychological dimensions explain contextually different participatory processes?’* To respond to these questions, the study was designed as case study and intended to pursue exploratory and quasi-experimental research approaches. As a result of the study, the research questions were answered in the case of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project in the Turkish context.

**Key words:** participatory planning process, communicative rationality, socio-psychological dimensions.

## ÖZ

### KATILIMCI SÜREÇLERİN SOSYO-PSİKOLOJİK BOYUTLARI: KATILIMCI DEMOKRASİDE YEREL YÖNETİM VE STK İŞBİRLİĞİ PROJESİ ÖRNEĞİ

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Akılcı kapsamlı planlamadan katılımcı planlama yönündeki paradigma değişikliği yaygın olarak bilimsel bilgiyi ele alıfta araçsal rasyonaliteden iletişimsel rasyonaliteye geçiş ile açıklanmaktadır. İletişimsel rasyonalite temelinde ele alınan katılımcı planlama yaklaşımı bazı temel varsayımlar üzerine oturmaktadır. Bu varsayımlardan bir tanesi olan uzlaşma sağlama, aynı zamanda katılımcı planlamanın gerçekleşmesinin ön koşullarından bir tanesidir. Ancak her biri özgün bağlamlarda gerçekleşen katılımcı planlama süreçlerinde aynı düzeyde uzlaşma sağlamak mümkün olmamaktadır. Bu nedenle, katılımcı planlama süreçlerini literatürde yaygın olarak yapıldığı gibi standart başarı kriterleri ile değerlendirmek ve karşılaştırmak uygun değildir. Ayrıca bu çalışma için, katılımcı süreçleri etkileyen faktörleri eleştirel bir yaklaşımla keşfetmek ve bu yolla katılımcı süreçlerin gerçekleşme şansını arttırmak, başarılarını değerlendirmekten çok daha önemlidir.

Katılımcı süreçleri etkileyen faktörlerden, bireylerarası etkileşim ve sosyo-kültürel düzeylerdeki etkenlere odaklanan bu çalışmanın amacı, katılımcı planlama süreçlerinin gerçekleşmesini sağlayan ve/veya engelleyen sosyo-psikolojik boyutları keşfetmektir. Bu çerçevede araştırmanın cevap vermeye çalıştığı üç temel soru; *'Gazi, Kaymaklı, Odunpazarı ve Seyrek deneyimlerinde katılımcı planlama süreçlerinin sosyo-psikolojik boyutları nelerdir?'* *'sosyo-psikolojik boyutları katılımcı süreçlerin başarılarını ne ölçüde*

*açıklamaktadır?’ ve ‘sosyo-psikolojik boyutları bağlamsal olarak farklı katılımcı süreçleri nasıl açıklarlar?’ Alan çalışması olarak tasarlanan bu araştırma temel sorularına cevap vermek üzere keşfetmeye dayalı ve yarı deneysel araştırma yaklaşımlarla yürütülmüştür. Bu çalışmanın sonucunda, araştırma soruları ‘katılımcı demokraside yerel yönetim-STK işbirliği’ projesi kapsamında Türkiye bağlamında cevaplanmıştır.*

**Anahtar Kelimeler:** katılımcı planlama süreci, iletişimsel rasyonalite, sosyo-psikolojik boyutlar.

*To my parents and everyone who support me...*



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## LIST OF ABBREVIATIONS

- AKP:** Justice and Development Party  
**BDP:** Peace and Democracy Party  
**BMSAK:** Beautification, Mutual Aid and Solidarity Association of Kaymaklı  
**CHP:** Republican People's Party  
**DPT:** T.C. State Planning Organization  
**ESYO:** Eskişehir Civil Local Initiative  
**EU:** European Union  
**İZKUŞ:** Union for the Protection and Development of the İzmir Bird Sanctuary  
**KA-DER:** Association for the Support of Women Candidates  
**LA 21:** Local Agenda 21  
**MHP:** Nationalist Movement Party  
**NGO:** Non-Governmental Organization  
**SHP:** Social Democratic People's Party  
**SRAP:** Decreasing the Social Risk Projects  
**STGM:** Civil Society Development Center  
**YADA:** YADA Foundation

## CHAPTER 1

### INTRODUCTION

Global trends toward participatory practices began to impact the planning field in the second half of the 20<sup>th</sup> century. As a result, today, the field is dominated by procedural planning approaches whereby planning has become an interactive practice. Moreover, the focus has changed from outputs as plans and/or policies, to the interactions of social actors/individuals within a unique context. This transformation of the planning approach is mainly explained with the shift from rational-comprehensive to participatory planning.

The concepts of participation and participatory planning first began to be discussed in Turkey in the 1960s. However, although during the 1970s the development plans underlined the necessity of participatory planning and the importance of participation, a participatory approach in planning is still being realized in Turkey. Up until 2005, participatory planning practices were mostly implemented by non-governmental organizations (NGOs) and were regarded as a supplementary mechanism to rational comprehensive planning. However, since then, participation was enforced in strategic planning with the introduction of the Municipality Law<sup>1</sup>, the Greater Municipality Law<sup>2</sup>, and the Special Provincial Administration Law<sup>3</sup>. Furthermore, the involvement of City Councils is legitimized with the Municipality Law (article 76) which enacts the collaboration with City Councils, an operating structure under Local Agenda 21 (LA 21) composed of local stakeholders, and with local authorities (Ataöv, 2007). However, despite the legal arrangements, in practice the levels of participation and participation in planning show differences and each participation level serve different interests as discussed by Arnstein (1969) and Tekeli (1990). Therefore, participation does not always mean sharing power and influencing decisions and/or policies in the participatory practices. On the other hand, participation is readily welcomed in

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<sup>1</sup> no. 5393, ratified on 07.03.2005

<sup>2</sup> no. 5216, ratified on 07.10.2004

<sup>3</sup> no. 5302, ratified on 02.22.2005

theoretical discourse within the Turkish context of planning and participatory initiatives have significantly increased since 2005. However, participatory planning as a response to the shortcomings of rational comprehensive planning encounters shortcomings and limitations in practice.

The literature commonly explains the shift from rational-comprehensive planning to participatory planning as part of the movement from instrumental to communicative rationality. Habermas' work on the nature of communicative action has had a transformative impact on the planning field (Forester, 1982; Healey, 1997; Yiftachel & Huxley, 2000; Innes, 2004). Drawing on Habermas' notion of communicative rationality, planners such as Forester, Sager, Innes and Healey developed approaches that they variously described as participatory planning, collaborative planning (Healey, 1997), communicative planning (Sager, 2001), deliberative planning (Forester, 1999) and consensus building (Innes & Booher, 2004). Healey (1997) pointed out that all these planning styles were in fact based on the communicative turn, implying that planning can be regarded as a communicative and interactive activity. Although, it is not the only procedural planning approach, participatory planning based on Habermas' communicative rationality is currently the dominant procedural planning approach. This accepts participation as a democratic right, participation in planning as an end itself and participatory planning as a procedural dialogical approach.

This tendency has been accompanied by criticism, especially since 1990, of both the theoretical and practical aspects of participation in planning. On the one hand, the participatory planning approach based on Habermas' communicative rationality has been theoretically criticized by other procedural planning approaches that are mostly developed as hybrid approaches. On the other hand, all procedural planning approaches, one of them being the participatory planning approach based on Habermas' theory, have been criticized as an ineffective way to plan-making in practice.

Mostly because of these criticisms to procedural planning approaches, there has been a growing interest in the literature since the beginning of the 2000s in assessing participatory planning practices and processes. The aim of evaluation has been to reveal its effectiveness or ineffectiveness. In the literature, there are different approaches that are used to evaluate participatory planning practices and processes. Differences in these evaluation approaches mostly depend on how they conceptualize participatory planning, either from the point of view of instrumental or communicative rationality. On the other hand, in both approaches

there is a common tendency to evaluate participatory planning practices and/or processes with standard success criteria.

However, given the context-dependency of participatory planning practices and processes, simply comparing them in terms of their success, as it is commonly done, cannot be proper to a participatory planning approach based on communicative rationality. Moreover, for the present study, exploring those factors affecting participatory planning processes and their successes with a critical approach is more important than evaluating the success of participatory planning practices and processes. These factors along with their enhancing and hindering effects, which we can regard as invisible reasons for the visible sides of the reality related to participatory planning, need to be better understood if we are to enhance the realization of participatory planning practices.

Acknowledging the participatory planning approach based on Habermas' communicative rationality as a new way of undertaking the planning practice, this study argues the necessity to explore the factors affecting participatory planning processes themselves, instead of evaluating them with standard criteria that ignore key aspects such as context dependency. It assumes that participatory planning is a social process in which social actors are in contact with each other, promoting mutual social influence, in the same line with the planning theorists who follow Habermas' communicative rationality and accept planning as a locally invented interactive process.

In a participatory process, social influence is continued not only among the individuals but also between the main components of the process as individuals/social; the context in which the participatory planning process is realized; and the process itself. As a result of the social influence process, the factors related to these main components of participatory processes have transformative affects on each other and the realization of participatory planning practices. Therefore, factors affecting the participatory planning processes can be categorized into three groups as factors related to: individuals/social; the context in which participatory planning processes are realized; and the process itself. Focusing on the factors related to interactional/social and cultural context, the thesis study aims to explore the socio-psychological dimensions of participatory planning that hinder and/or enhance participatory planning processes. While the factors affecting the participatory processes related to process itself are discussed in the participation literature, there is a lack of knowledge on the socio-psychological dimensions of participatory processes, particularly those factors related to the

individual/society and cultural context. These socio-psychological dimensions and their effects on the contextually different participatory processes remain to be determined, theoretically and empirically. Once understood, planners will be more able to succeed in designing and executing more stakeholder inclusive, and hence more participatory, planning processes.

By focusing in particular on the factors affecting participatory processes related to the individual/society and cultural context, this study aims to determine the socio-psychological dimensions of participatory processes. In this way, the hidden realities behind success and realization of participatory processes may be revealed through a critical approach, with the intention being to improve the qualities of participatory processes themselves. For these reasons, the present study seeks to explore the socio-psychological dimensions of planning processes along with an analysis of the effects that could enhance or hinder their realization in practice. Within this context, the study focuses on the evaluation of participatory planning processes and their socio-psychological dimensions in the Turkish context.

The present study intends to explore the socio-psychological dimensions of four participatory processes from the subjective descriptions of involved participants who have simultaneously engaged in different localities as part of a shared initiative. In this way, this research also aims to reveal the context dependency and uniqueness of each participatory process and the differences that may arise in different contexts. The aim is to show, for each unique context where participatory processes were conducted, the socio-psychological dimensions along with their hindering and/or enhancing effects, and an appropriate evaluation and definition of success. For this reason, the present research is designed as an exploratory multiple case study. In the present research, the rationale behind conducting multiple-case studies was to allow for the examination of contextually different participatory processes within the basis of the common case project.

In the participation literature, there is a lack of empirical evidence on socio-psychological dimensions of participatory processes; participants' perceptions and evaluations on success of the participatory processes; and relations of the socio-psychological dimensions and the success of participatory processes. This study aims to overcome the lack of participation literature by exploring the participants' perceptions about socio-psychological dimensions of participatory processes with their hindering/enhancing effects; changing success definition of participants of contextually different participatory processes and changing effects of the

socio-psychological dimensions on contextually different participatory processes. These requirements lead to one main and three subsequent research questions:

*Main research question:* What are the socio-psychological dimensions that enhance/hinder the participatory planning experiences taking place in different contextual settings in Turkey?

*1<sup>st</sup> minor research question:* What are the socio-psychological dimensions of the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek?

*2<sup>nd</sup> minor research question:* How much do socio-psychological dimensions explain the success of participatory processes?

*3<sup>rd</sup> minor research question:* How do socio-psychological dimensions explain contextually different participatory processes?

The content of the research questions shapes the framework of this study. It is based on the definitions and theoretical discussions of ‘participatory planning’, ‘evaluation of participatory planning practices’ and ‘socio-psychological dimensions of the participatory processes’.

This research, which accepts the socio-psychological dimensions as factors affecting participatory process and so products of the process, aims to explore the socio-psychological dimensions of participatory planning processes and to examine their hindering and/or enhancing effects to participatory processes and their perceived successes. Since the socio-psychological dimensions of participatory processes have not been thoroughly studied before, this study takes an exploratory stand in extracting the socio-psychological meaning of participatory experiences, and its position within the issue of perceived ‘success’ by the participants. This requires the interpretation of participants’ own words and expressions, as to how they perceive the socio-psychological dimensions, the success of a participatory process and the success of their own processes.

This study furthermore looks at the relationship between the socio-psychological dimensions of participatory processes and the perceived success of these processes. More specifically, within this context, it assesses the socio-psychological dimensions affecting the perceived success of participatory processes. By doing this, the present study argues that exploring the socio-psychological factors may reveal the areas of mobilization to foster the realization of participatory processes. Moreover, given the uniqueness of each context, the expectations

can be different from each other, even if they are undertaken as part of the same initiative. Thus, instead of comparing the success of the initiated processes in different contextual settings, this study compares the relationship between the socio-psychological dimensions of each participatory process and their success. Additionally, the present study focuses on how participatory processes differ significantly from one another due to their contextual characteristics and underlines how different socio-psychological dimensions arising from different participatory processes have effects on the processes themselves.

Within this framework, this study intends to make contributions at various levels, including theoretical, methodological and practical. First, it theoretically contributes to the knowledge of participatory planning and participation. Second, it contributes to the methods used in evaluating participatory planning. Third, it reveals to be considered in the future implementation of participatory planning practices.

Theoretically, the present study attempts to understand participatory planning approaches based on Habermas' communicative rationality, while being aware of its weaknesses and paradoxes. Unlike previous studies, this study does not seek to create a 'hybrid participatory planning approach' to compensate for a lack of participatory planning approaches based on Habermas' communicative rationality. By holding that all approaches in the literature have been built on their own assumptions, instead of criticizing the participatory planning approach in terms of communicative theory, and trying to create another hybrid approach, the weaknesses and paradoxes of this approach, if any, will be clarified with the empirical study. In this way the boundaries of participatory planning based on Habermas' communicative rationality will be clarified, in other words, the preconditions for participatory planning that realize communicative rationality will be discussed.

This study makes three contributions. First, it critically reflects on the weaknesses and paradoxes of the Habermas' communicative rationality approach without creating a hybrid approach. Second, the study extracts theoretical insight from practice by scientifically undertaking participation as an end itself. Third, given that participatory planning process based on communicative rationality emerges as part of a socially influence process, this study takes a closer look at this process from a socio-psychological point of view.

First, this study argues that the relevant literature is differentiated in terms of how it approaches to see participation. One body argues participation to planning as a means to an



end; the other sees it as an end in itself. The former considers participation as a tool to increase the quality of a plan and the legitimacy of a plan-making process. With this approach, the focus of the process is on the plan as a product of plan-making activity, which is similar to comprehensive rational planning based on a modernist instrumental rationality. The latter argues participation as the democratic human right of those who will be affected by any decisions and/ or actions arising. With this respect, the focus shifts from the plan as a product to a process that achieves communicative rationality. This also coincides with Habermas' stand point. Moreover, there are different procedural participatory planning approaches that have been developed, partly based on the criticisms of Habermas' theory of communicative rationality and participatory planning approaches based on it, such as those of Foucault and Mouffe and the planning approaches built on them. Each of these approaches and studies reflect the researchers' understanding of participatory planning practice, which can be identified from their main assumptions. In addition, there exist several hybrid approaches that have been built on various approaches of planning.

The second theoretical contribution of this thesis is to the evaluation of participatory planning practices. These can be categorized as participation to planning as a means to end or as an end itself. When evaluating the success of participatory planning practices, the approach that accepts participation to planning as a means to an end focuses on the plan as a product of process. On the other hand, the approach that accepts participation to planning as an end itself focuses on process by arguing good process will produce good products as both social and spatial outcomes. However, both of these approaches tend to evaluate the success of participatory planning with standard criteria that are mostly developed according to the literature.

The present study accepts to consider participatory planning based on Habermas' communicative rationality. Unlike previous studies, it proposes to evaluate participatory planning practice not only with its process but also product as outputs (plans, projects, decisions) and social and spatial outcomes. This is relevant to the evaluation of participatory planning practices, since participatory planning process and the products of this process are not mutually exclusive, and so focusing on process does not necessarily constitute a rejection of the products of the process. Moreover, in the present study, instead of evaluating the success of participatory planning with standard success criteria as in previous studies, the factors affecting the participatory planning activity are to be discussed with a critical approach.

The third theoretical contribution of the present study is to the socio-psychological dimensions of participatory planning processes. In this study, participatory planning is seen as a social influence process activated by individuals and their interactions. During this interactive process, the individuals/social, contextual and participatory planning process itself, are affected by each other. By focusing on the interactional/social and cultural context, the study aims to explore the socio-psychological dimensions of participatory processes. After defining the socio-psychological dimensions of participatory processes in the relevant planning literature, these issues and dimensions will be researched in the social psychology literature as well. In this way, in addition to the pre-defined socio-psychological dimensions of participatory processes, the present study will define socio-psychological dimensions intuitively in a way not previously discussed in the participation and planning literature.

Methodologically, this study investigates the in-depth of the experienced processes by pursuing a qualitative approach in a research design of a case study. The study makes sense of the data through both presenting the hermeneutics of local experiences and extracting the significance of relationships within the context of complex systems through the use of more sophisticated quantitative analytical tools.

Research takes place in the contextual settings of participatory processes that were conducted as part of the national 'Local Government and NGO Cooperation in Participatory Democracy' project. The project was initiated by Civil Society Development Center (STGM) with the participation of the five local municipalities including Gazi, Kaymaklı, Kızıltepe, Odunpazarı, and Seyrek with the aim of enabling local administrations to create participatory administration structures in cooperation with the NGOs in their area. With this aim, main stakeholders of the project were defined as the participant municipalities and active NGOs in their localities. The project was supported by the European Commission and conducted between September 2005 and April 2007. The case study covers four engaged localities among the five participant localities of the project including Gazi, Kaymaklı, Odunpazarı, and Seyrek. While Gazi Municipality within the District of Samsun was located in Black Sea Region, the Seyrek Municipality within the District of İzmir was located in Aegean Region, and the other two case municipalities including the Kaymaklı Municipality within the District of Nevşehir and the Odunpazarı Municipality within the District of Eskişehir are located in Central Anatolian Region. Today, even though the Kaymaklı and

Odunpazarı Municipalities continues their legal entities, the Gazi and Seyrek Municipalities were cancelled with the Metropolitan Municipality Law<sup>4</sup> in 2008.

In the field study, in-depth interviews were conducted with the participants from the four participant localities of the participatory project process and the personnel of the STGM to collect their subjective descriptions on pre-defined socio-psychological dimensions relating to participatory processes, their success definitions and their evaluations of participatory processes. A systematic content data analysis technique was used to convert participants' subjective descriptions into three categories with general, positive, and negative meanings. Data was assigned according to how the participants' mentioned the issues and/or concepts and is useful to explore the hindering and enhancing effects of the issues and/or concepts. Being briefly presented that, the study argues three methodological reasons supporting the uniqueness of the inquiry.

First, the study expands our understanding of the socio-psychological dimensions of participatory processes through an in-depth data gathering and analytical tools. Most of the studies that discuss socio-psychological dimensions do not categorize these dimensions as socio-psychological dimensions of participatory processes. Moreover, many studies (Dietz et al., 1998; Zappalà et al., 2001; Cooke, 2001; Sood et al., 2004; Burton, 2004; Van Zomeren et al., 2009) discuss different dimensions under the name of socio-psychological factors/dynamics/dimensions. These studies present the socio-psychological dimensions based on theoretical explanations, which are mainly not concerned with participatory planning processes themselves, but these studies (Franklin, 1975; Hughes et al. 2002; Werner, 2008; Hoffman et al. 2008; Gayer et al. 2009) on participatory practices such as collective actions, social movements, educational sciences, and natural recourse management.

The present study is designed as exploratory and quasi-experimental research to explore the socio-psychological dimensions that hinder and/or enhance the participatory planning processes as well as to examine these socio-psychological dimensions and their effect on contextually differing processes. A review of literature on participation and planning shows that no study uses the own definitions of participants to detect socio-psychological dimensions, and examines the affects of these on their participatory processes.

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<sup>4</sup> no. 5747, ratified on 22.03.2008

The second methodological aim of this study will contribute to the search for criteria that can reliably be employed to evaluate participatory planning practices and their successes. Although every single participatory planning practice is realized in different contexts, the studies in the literature mostly compare the success of these processes with standard criteria. Instead, the present study focuses on the factors affecting the participatory planning processes, using a critical approach. Therefore, instead of comparing the success of participatory planning processes, how the same factors affect different ones in different ways will be revealed. In other words the present study will show how a factor that enhances participatory planning in one context may hinder another in a different setting. In this way this study compares the effects of the socio-psychological dimensions of different participatory planning processes, and demonstrates the impracticality of approaches that compare participatory planning practices according to their successes alone.

The third aim of the research is motivated by the fact that the studies in the literature are mainly descriptive researches that use simple statistical methods to analyze the data obtained from questionnaires. Here, the study uses a mix-methodology in both data gathering and analysis. The qualitative data collected through in-depth interviews is translated into a quantitative form through the use of multivariate statistical analysis techniques in classifying the data, revealing the significant relationships, and examining differences across varying contexts. In so doing, this study increases the internal validity of the collected data and attempts to extract significant findings from rich interpretive descriptions.

In addition to theoretical and methodological contributions, this study also contributes to the future implementation of participatory planning practices. The findings of this study will inform practitioners, enabling them to revisit participatory planning practice in support of an ongoing process. The findings of this study will discuss how they can be improved in order to increase the realization of participatory planning practices, not just as participatory practices assumed within an instrumental approach, but to realize their communicative rationality. Given that it is widely accepted that communities need to collaborate when making decisions on behalf of the individual, society and the environment, planners engaged in participatory processes need to understand how best to design and carry out a participatory planning process. Therefore, the factors affecting participatory processes need to be determined, as only when all aspects are understood can steps be taken to design and execute the best participatory process for each stakeholder. Thus, the underlying focus of the study is to explore the enhancing and hindering socio-psychological dimensions of contextually

different participatory processes. These can be seen as invisible reasons for the visible side of the reality, our better understanding of which will increase the realization chances of participatory planning practices. The hidden realities behind participatory processes will be revealed through a critical approach, with the intention being to improve participatory processes in practice.

This study is composed of eight chapters. Chapter 2 introduces the theoretical framework; Chapters 3 to 7 the methodological framework; and Chapter 8 presents the findings and discussion of the present study.

Chapter 2 reviews the existing literature and formulates the theoretical background of the research on participatory planning, evaluation of participatory planning practices and the socio-psychological dynamics of participatory processes. The theoretical background of the study is undertaken under three sections: participatory planning based on the communicative rationality; evaluation of participatory planning and the relation between the participatory planning approach and the area of social psychology.

The first section in Chapter 2 includes discussions on participatory planning and its basic assumptions based on Habermas' communicative rationality. This section is composed of mainly three parts. In the first part, the concept of participation and participation to planning, levels of participation to participatory practices and parallel to that different aims of these practices, form and function of these practices, different level of participation to planning, participation to planning as an end itself and as a means are discussed. The second part of the section considers participatory planning as an end itself based on Habermas' communicative rationality. This part includes discussions on communicative rationality and communicative turn in planning, ideal speech situation and consensus building as pre-conditions for a participatory planning approach based on Habermas' communicative rationality. In considering the concept of participatory planning based on Habermas' communicative rationality, the ontological, epistemological and methodological assumptions of participatory planning are discussed. The final part of this section includes two other procedural planning approaches, one known as conflict management based on the Foucault approach, and agonistic planning based on Mouffe' democratic pluralism. In this part of the study, the differences of these approaches from participatory planning based on Habermas' communicative rationality are discussed.

The second section in Chapter 2 includes discussions on the evaluation of participatory planning practices. This section is mainly composed of discussions on evaluation of participatory practices, participatory processes with its stages, and factors affecting participatory planning processes. In terms of evaluation of participatory planning practices, the research presents reasons for evaluation, on what criteria we evaluate participatory planning practices and by whom, and the ways to evaluate participatory planning practices with different approaches based on instrumental and communicative rationality. Parallel to the main aim of the present study, the participatory process is presented with its stages and factors affecting the participatory processes related to individuals/social and cultural contextual dimensions.

The third section in Chapter 2 presents the socio-psychological dimensions of participatory processes. This includes discussions on the field of social-psychology and its relation with the participatory processes, and the socio-psychological dimensions of the participatory processes as factors affecting the participatory planning process related to individuals/social and cultural context. Socio-psychological dimensions of participatory process are presented into two parts as interactional and social levels that are the description levels of socio-psychological studies. The socio-psychological dynamics of participatory processes in interactional and social levels are therefore presented in the context of the present study.

Chapter 3 includes two sections which describe the ‘Local Government and NGO Cooperation in Participatory Democracy’ project as the case study project and the contextual settings of the project areas as the Gazi, Kaymaklı, Odunpazarı and Seyrek Municipalities, where the processes were initiated in 2005 by the STGM. A description is also given of the participatory processes of the localities in these four unique contexts, from three different regions of Turkey in North, West and Central Anatolia.

Chapter 4 presents the methodology of the research within five sections to provide an overview of the research methods. These sections are the research approaches, variables, respondents’ profile, data collection and data analysis processes. The first section of the methodology chapter discusses the research approaches that show the logic and the plan of the method. The second section considers the variables that were noted in the literature review, both in terms of participatory practices and social psychology. The third section presents the respondents’ profile in the case study. This includes the sample size and the backgrounds of the sample such as age, gender, educational level and professions. The fourth

section examines the qualitative and quantitative data collection process employed in the case study. Here, the application and process of in-depth interviews, focus groups and likert scale rating are introduced along with the questions asked to collect both qualitative and quantitative data. In the fifth section, the data analysis process and methods are described, along with the techniques used to interpret the data obtained from the case study.

The following three chapters of the thesis discuss the analytical procedures and the results of these analyses. Chapter 5 presents the analytical procedures and results of the exploration and classification of the perceptual dimensions and attributes of the participatory processes. By using the content analysis technique, the perceived attributes from subjective descriptions of the sample on participatory processes in each of the four unique contexts are revealed. The perceived dimensions of participatory practices are classified through multiple regression analysis, which notes the frequency of mentioning perceived socio-psychological attributes of a participatory process, along with any mention of enhancing and/or hindering effects on the process itself.

Chapter 6 discusses the analytical procedures and results of the relationships between perceived socio-psychological dimensions of participatory processes and their success, displayed in multiple regression analysis. This enables us to correctly locate the subjective descriptions of the sample in relation to the socio-psychological dimensions of their participatory process, their definition and perception of success, and the level of success they attributed to the participatory processes in their own context.

Chapter 7 discusses the discriminant analysis that revealed differences in the socio-psychological dimensions and their effects on the contextually different participatory processes. The results show that the socio-psychological dimensions of participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek differ significantly from one another due to their contextual characteristics. This chapter also presents the socio-psychological dimensions of participatory processes, and the factors leading to their differentiation in the participatory processes of the localities in the case of the Local Government and NGO Cooperation in Participatory Democracy project.

Chapter 8 presents the findings of the study in relation to the existing literature and implications of the research, and discusses and interprets the results of the present study with suggestions for future participatory planning processes. Each of the processes is discussed

separately so as to better reflect the contextual characteristics of the localities. The findings are discussed in terms of the pre-determined socio-psychological dimensions and attributes, perceived dimensions of participatory processes and the classification of the dimensions of participatory processes in general content groups. There follows discussion on the relationship between the perceived success of these processes and both the pre-determined and perceived socio-psychological dimensions of participatory processes. The differences in the socio-psychological dimensions of the participatory processes are considered in relation to their contextual differences, and the findings for each of the case localities are interpreted separately. This summary helps to highlight differences and similarities between the four contextually different participatory processes. Finally, the results of the present study are used to advance suggestions for further research and participatory processes.



## CHAPTER 2

### THEORETICAL FRAMEWORK OF THE RESEARCH

This research attempts to explore the socio-psychological dimensions of participatory processes. To achieve this aim, I focus on three main issues in this chapter: First, the concept of participation and participatory planning; second, the evaluation of participatory planning practices; and third, the processes and socio-psychological dimensions of participatory processes. Moreover, at the end of this chapter, I determined pre-defined socio-psychological dimensions of participatory processes.

First, the concept of participation that attracts researchers from various academic disciplines such as public management, political science, educational science and sociology, has been discussed in the planning area since 1960. By including the concept of participation, as opposed to the rational comprehensive planning approach based on instrumental rationality, which accepts planning as a plan-making activity to produce technical documents, planning began to be seen as a process activated by individuals. In the planning literature, many scholars have attempted to develop a procedural theory to guide participatory practice since the 1970s (Friedman, 1973; Sager, 1994; Innes, 1995; Healey, 1997). Today's planning literature is mostly dominated by research based on procedural theory. In the present study, participation and participation in planning are seen as the democratic right of those who will be affected by a plan and/or decisions and participatory planning as well as being accepted as a procedural approach build on Habermas's communicative rationality.

Second, during the 1990s, the evaluations of the success of participatory planning practices were increasingly being discussed. While there continues to be much discussion, there remains little consensus on how to appraise its success. This situation arises from the different approaches that researchers use to conceptualize participation in planning. It has either been seen as a means to an end, or as an end in itself. These dueling concepts produce

different evaluations of a process and its success in different ways. Therefore, the present study argues that participatory planning practice should be evaluated not only in terms of its process, but also in respect of its product as outputs (plans, decisions) along with social and spatial outcomes. Each process should be evaluated separately because of its context-dependency. The present study, in accepting participatory planning based on Habermas's communicative rationality, proposes to evaluate the success of these practices, particularly in terms of them achieving the realization of consensus building in an ideal speech situation, a necessary pre-condition for the success of any participatory planning process. Instead of discussing and evaluating success in terms of standard criteria that tend to ignore the context-dependency of a process, the present study argues that all relevant factors affecting participatory planning initiative should be considered. In broadening my analysis to include the less visible aspects, I offer a critical approach that looks to identify previously unconsidered factors that could help to increase the chance of realization of participatory processes. Therefore, the main focus of the present study concerns those factors related to the individual/society, to context, and to the process itself.

Third, participatory planning is a process that is activated by the interaction of individuals within a particular, unique context. During the participatory planning process mainly three components, the individual/society, to context, and to the process itself, of the participatory planning processes are interacted. Their interaction can be considered as a social influence process, one that is vital to realizing the planning activity itself, yet still dependent on the individual/society and context in which the activity takes place. The present study therefore discusses the participatory planning process on two descriptive levels. This enables us to consider some previously ignored socio-psychological dimensions of participatory processes and their enhancing and/or hindering effects on the processes, while looking at their impact on the interactional process itself and the socio-cultural change this brings about. Thus, by focusing on communication, attribution, persuasion, power and interpersonal relationship at the interactional level; conflict, culture and social dynamics at the socio-cultural level, the present study aims to explore the socio-psychological dimensions of participatory processes.

This chapter discusses the theoretical background of the study of the concept of participation and participatory planning, evaluation and success of participatory practices, and the area of social psychology as it relates to the participatory planning approach. This chapter is therefore presented in three sections so as to illustrate the concept of participatory planning, approaches to the evaluation of participatory planning, and the socio-psychological

dimensions to participatory processes. The first section discusses the concept of participatory planning. It presents the current theoretical knowledge on participation, participation in planning, different approaches to participatory planning, as well as the concept of ideal speech situation and consensus as it relates to participatory planning based on Habermas's communicative rationality. While the scope of my enquiry is limited to Habermas's theoretical framework, I also refer to others, mindful that the criticisms to participatory planning and some of his concepts such as ideal speech situation and consensus are also used as a basis for alternative procedural planning approaches, such as "planning as conflict management" and "agonistic planning".

The second section in Chapter 2 mainly focuses on evaluation of participatory processes. This includes discussion on the reasons we need to evaluate participatory planning practices and the definition of success: Based on what factors should we determine the success of participatory planning; by whom this should be determined; and in what ways can we evaluate participatory processes and factors affecting progress?

The third section concentrates on the area of social psychology: its relation to participatory planning; social interaction and the mutual social influence process that is realized parallel to the participatory process; factors affecting the participatory process related to the individual/society and cultural context as socio-psychological dimensions of the participatory process; as well as the theories from the social science literature and issues related to these pre-defined socio-psychological dimensions.

## **2.1 The Participatory Planning Approach**

With the shift of greater direct involvement by the public in decision-making processes, the concept of participation began to be discussed in the planning field in the 1960s. Since then, participatory planning approaches have come to dominate the planning literature in terms of procedural planning approaches. Currently, two distinct different approaches can be discerned regarding participation in planning: participation as a means to end and as an end in itself. Most concepts regarding participatory planning rely on these two main approaches and also differ in terms of their levels of participation. While, participation in planning as a means to an end accepts participation from the point of instrumental rationality, which focuses on the end results of a participatory planning process; participation in planning as an end itself sees participation from the point of communicative rationality, which focuses on

the process itself, believing that the process will yield positive results. Participatory planning built on Habermas's communicative rationality is the current dominant theory, which accepts participation as a democratic right, participation in planning as an end itself and participatory planning as a procedural dialogical approach.

This section of the theoretical framework will be discussed in three parts: first, the concepts of participation and participation in planning; second, participatory planning based on Habermas's communicative rationality and criticisms on participatory planning; and third, related approaches arising from criticisms of procedural planning ideas including conflict management and agonistic planning. The first part of this section presents the concept of participation, its development, different level of participation and participation in planning, development of participatory practices, as well as participation in planning as a means to an end and as an end itself. In the second part, I examine the concept of participation in planning studies and participatory planning. This includes consideration of participatory planning ideas based on communicative rationality along with the concept of the ideal speech situation and consensus, as main conditions for the realization of participatory planning. The third part of this section discusses criticisms of participatory planning, and ideas that arose about planning such as conflict management and agonistic planning, which were developed as a result of Foucault's and Mouffe's criticisms of participatory planning. The differences between participatory planning achieved through a process of consensus and concession with a communicative rationality or outlook, and agonistic planning, which refers to agonistic and antagonistic positions that are realized within a frame called agonistic pluralism, will also be presented in the third part of the first section.

### **2.1.1 The concept of participation and participation in planning**

In this part, first the concept of participation and different participation definitions in the literature will be presented. Secondly, different levels of participation will be presented by introducing the conceptualizations of different scholars including Arnstein (1969), Pretty (1995) and White (1996). Thirdly, different levels of participation in planning will be discussed, based on the Tekeli (1990) study. Fourthly, the development of the bias toward participatory practices will be introduced and lastly, alternative conceptualizations involving different levels of participation will be discussed.

First, participation refers to direct involvement of the public in decision-making process through a series of formal and informal mechanisms. According to the World Bank (1994), participation is a process through which social actors' influence and share control over development initiatives, decisions and resources that affect their lives (cited in Cooke & Kothari, 2001). Conversely, Burke (1979) argues that participation has emerged as a matter of right whether acknowledged or not, and denying opportunities for citizen involvement is often decried as a betrayal of the democratic tradition.

As proponents of participatory practices, Wondolleck & Yaffee (2000) argue that participation leads to better decisions. According to Fung & Wright (2001) participation can lead to effective and equitable solutions while increasing citizens' capacity for self-governance. Others argue that participatory practice is a healthy response to policy gridlock and litigation grounded in interest group pluralism (Kemmis, 1990; Snow, 2001). Examples can be increased but in short participatory approaches are discussed as more democratically accountable than traditional, representative and instrumental approaches. In our contemporary world, participation has come to be considered, at least in theory, as a basic value.

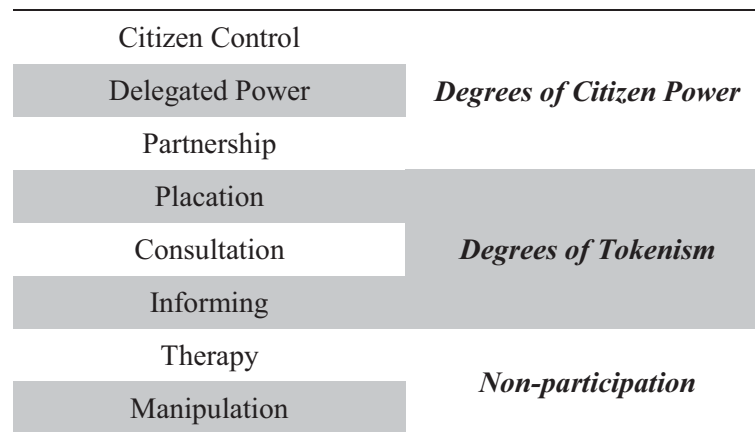
The aim of participatory development is broadly described as to increase the involvement of socially and economically marginalized peoples in the decision-making process that affect their own lives. According to Cooke & Kothari (2001), the ostensible aim of participatory approaches is to make people more central to development by encouraging beneficiary involvement in interventions that affect them and over which they previously had limited control or influence. The increasing bias toward participation and participatory practices, at least theoretically, can be evaluated as a result of the belief that if citizens become actively involved as participants in their democracy, the governance that emerges from this process will be more democratic and more effective. As stated by scholars (Arnstein, 1969; Putnam, 1995; Irvin & Stansbury, 2004; Quaghebeur et al., 2004), the arguments for enhanced citizen participation often rest on the merits of the process and the belief that an engaged citizenry is better than a passive one. Through their participation, the public might also become more sympathetic evaluators of the tough decisions that government administrators have to make. Moreover, formulated policies might be more realistically grounded in citizen preferences, and the improved support from the public might create a less divisive, combative populace to govern and regulate.

Currently, the language of democracy dominates development circles both at the national level as well as the program and project level. While it appears in the rhetoric of civil society and governance at the national level, at the program and project level it is seen as a commitment to participation. As a result of this dominant syntax, today it is hard to see a project without some participatory elements (White, 1996). Although such a project is seen as a success of people-centered development policies; participation does not always mean sharing power and influencing policies. Even though political systems purport to make some provision for public participation in today's world (Popovic, 1993; Edelenbos, 1999), the scope and effect of that participation vary considerably.

Second point, that although participation and the increasing importance of participation are discussed in many areas, the level of participation has critical importance. Public participation in decision making does not necessarily mean that public influence is exerted in every participatory process. Despite its engagement, the public may still find that its views and opinions may be ignored by decision makers. Therefore, instead of participation, Day (1997) argues that public influence refers to the effect of the public on decision making, and may operate even when the public does not actually participate in decision making. When participation seems to the people as transparent, widespread acclaim can be generated for participatory practices. However, this appeal can mask the reality that participation can take on multiple forms and serve many different interests. Moreover, the meaning that we give them can be very different from stakeholder to stakeholder. This discussion on participation refers to what Arnstein (1969), Cornwall (1995), Pretty (1995) and White (1996) present with the scale-level of participation.

Participation, according to Arnstein (1969), is the redistribution of power that enables the have-not citizens, who are presently excluded from the political and economic processes, to be deliberately included in the future. Arnstein defined participation as the cornerstone of democracy, there being a critical difference between the empty ritual of participation and having the real power needed to affect the outcome of the process. Power holders may use a participation to claim that all stakeholder interests are considered, while in reality only some benefit from the process. In her article, Arnstein (1969) proposes a typology of eight levels of participation to clarify and expose this issue (Figure 2.1). While the first two levels of Arnstein's ladder of citizenship participation are categorized as non-participation, the following three levels are called as degrees of tokenism and the last three levels are categorized as degrees of citizen power. While non-participation only allows for

manipulation and therapy, degrees of tokenism bring informing, consultation and placation practices. The highest levels are seen as degrees of citizen power, which include partnership, delegated power and citizen control. According to Arnstein (1969) while ascending a participation ladder, the level of participation, and so influence of the participants on the decision-making process, is increased.



**Figure 2.1** Eight rungs on a ladder of citizen participation (redrawn based on Arnstein, 1969: 217).

In addition to Arnstein’s (1969) eight rungs from manipulation to citizen control, Cornwall (1995) presents a scale from co-optation to collective action and Pretty (1995) a scale from passive participation to self-mobilization. All of these authors reveal that the term participation is used to refer to a wide variety of different situations.

In line with Arnstein (1969), Pretty (1995) also draws a typology of participation and categorizes seven levels as manipulative participation, passive participation, participation by consultation, participation for material incentives, functional participation, interactive participation and self-mobilization as seen in Table 2.1.

Arnstein (1969), who is the first argue the different levels of participation, along with, Cornwall (1995), Pretty (1995), as well as White (1996) all present different levels of participation. While Arnstein (1969) mainly focuses on the how participants participate in participatory processes according to their level of participation, White (1996) emphasizes the participants’ issues and their interests coincide with their level of participation.

**Table 2.1:** A Typology of Participation (Pretty, 1995 cited in Bass et al., 1995: 24).

Typology	Characteristics of Each Type
<b>Manipulative Participation</b>	Participation is simply pretence, with “people’s” representatives on official boards but who are unelected and have no power.
<b>Passive Participation</b>	People participate by being told what has been decided or has already happened. It involves unilateral announcements by an administration or project management without any listening to people’s responses. The information being shared belongs only to external professionals.
<b>Participation by Consultation</b>	People participate by being consulted or by answering questions. External agents define problems and information gathering processes, and so control analysis. Such a consultative process does not concede any share in decision making, and professionals are under no obligation to take on board people’s views.
<b>Participation for Material Incentives</b>	People participate by contributing resources, such as labor, in return for food, cash or other material incentives. Farmers may provide the fields and labor, but are involved in neither experimentation nor the process of learning. It is very common to see this referred to as participation, yet people have no stake in prolonging technologies or practices when the incentives end.
<b>Functional Participation</b>	Participation seen by external agencies as a means to achieve project goals, especially reduced costs. People may participate by forming groups to meet predetermined objectives related to the project. Such involvement may be interactive and involve shared decision making, but tends to arise only after major decisions have already been made by external agents. At worst, local people may still only be co-opted to serve external goals.
<b>Interactive Participation</b>	People participate in joint analysis, development of action plans and formation or strengthening of local institutions. Participation is seen as a right, not just the means to achieve project goals. The process involves interdisciplinary methodologies that seek multiple perspectives and make use of systemic and structured learning processes. As groups take control over local decisions and determine how available resources are used, they have a stake in maintaining structures or practices.
<b>Self-mobilization</b>	People participate by taking initiatives independently of external institutions to change systems. They develop contacts with external institutions for resources and technical advice they need, but retain control over how resources are used. Self-mobilization can spread if governments and NGOs provide an enabling framework of support. Such self-initiated mobilization may or may not challenge existing distributions of wealth and power.

According to White (1996), participation must be seen as political and there are two main ways in which the politics of participation are admitted in participatory processes. The first way is the question of who participates and the second is the level of participation. The



question of who participates recognizes that people are not homogeneous and so to include relatively disadvantaged groups, special mechanisms are required. The level of participation illustrates that the involvement of participants in just one stage of the process such as planning or monitoring is not enough. To achieve full participation, participants should take part in management and decision making (White, 1996). In her article White (1996) sets out to describe the diversity of form, function, and interests both in terms of participants: local people as bottom up; and managers, planners, experts as top-down, within the catch-all term participation (Table 2.2). Here, four major types of participatory practice and their characteristics are distinguished.

**Table 2.2:** Form–interest–function correlation in participatory practices (developed based on White (1996: 7)).

Form	Interest		Function
	Top-down	Bottom-up	
Nominal	Legitimation	Inclusion	Display
Instrumental	Efficiency	Cost	Means
Representative	Sustainability	Leverage	Voice
Transformative	Empowerment	Empowerment	Means/End

In Table 2.2, the first column shows the form of participation as nominal, instrumental, representative and transformative. While the second column reveals the interests in participation from the top-down as legitimation, efficiency, sustainability and empowerment; the third column shows the perspective from the bottom-up as inclusion, cost, leverage and empowerment. Although both of the groups defines the actors' interests and attitudes to participatory practices, White (1996) divides and discusses these two groups of actors separately to clearly show their differences. Top-down refers to the interests that those who design and implement participatory practices have in other participant's participation. Conversely, the bottom-up defines how the participants see their own participation, and what they expect to get out of participatory practices. The fourth column defines the overall function of each type of participation as display, means, voice and means/end.

According to White's conceptualization of nominal participation, while the interest of experts, managers etc. who design and implement the participatory practices, is largely for legitimation, it serves participants, as local people, and interests of inclusion. Such participation serves the function of display. The nominal form of participation is therefore

seen as the most basic of the four categorizations. The highest form, the transformative, was introduced by White (1996: 8) as follows:

*“The idea of participation as empowerment is that the practical experience of being involved in considering options, making decisions, and taking collective action to fight injustice is itself transformative. It leads on to greater consciousness of what makes and keeps people poor, and greater confidence in their ability to make a difference.”*

Transformative form of participation breaks down the division between means and ends, which characterizes the other forms of participation defined by White (1996) as nominal, instrumental and representative. The process where the transformative form of participation is realized, it never comes to an end as it is a dynamically evolving process that transforms people and their reality. The transformative form is both a means of empowerment and an end in itself for both the top-down and bottom-up participants.

However, even if a high level of participation is desired, actors-top down who design and implement the participatory practices and bottom-up actors, local people who participate in these practices, may have different interests for different reasons. One of the most important limitations on participation is the conflict of interest that can arise between these two different groups of actors. On the one hand, there are actors such as experts who want to implement participatory practices that are designed by them and serve their interests; while on the other hand, actors living in the context where this participatory process will be conducted may have very different interests. More often than not it is observed that there is seldom satisfactory alignment of the interests between the top-down and bottom-up actors. Therefore, the interests that one group identifies are not serving the other group’s interests based on the level of participation that occurs.

While participation can be seen as a process in which the voiceless gain a voice, this can be undermined if participatory practices are designed by top-down actors with different interests from the bottom-up ones. Hence a participatory process depends on the type of participation, and the terms on which it is offered. However, there may be different interests within the same groups of actors. Conceptualization of the interests of the bottom-up actors, as in the White’s (1996) article, is made by assuming actors are local people acting as a homogeneous group. However in reality, they are diverse interests and expectations within this group as well.

After discussing the ladder of participation, we considered the categorization of participation in planning. While Arnstein (1969), Cornwall (1995) Pretty (1995) and White (1996) focused in terms of levels of participation, different levels of participation in planning can also be categorized. Tekeli (1990) defined five different levels of participation in planning; all of which perform different functions.

We have come to our third point where Tekeli (1990), in his article, looks at different levels of participation in planning and their various effects. The social settings, where these different types of activity take place, are also considered. Tekeli's scale of participation in planning provides levels for (1) imposing the plan on local people-stakeholders, (2) acquainting planners with participation of the local people, (3) securing the participation of local people in plan decisions, (4) achieving a critical realistic approach, and (5) facilitating production as well as sharing. Based on this categorization, the first two levels accept participation in planning as a means to an end from the perspective of instrumental rationality. Meanwhile, the last three show participation in planning as an end in itself that aims to achieve a more democratic society through communicative rationality and a critical realistic approach.

As previously stated, the level of the participation determines who is involved, how they are involved, and on whose terms. We must also consider how these variables affect the interests of the participants. The way we conceptualize participatory planning also affects how we discuss its success. The success of participatory planning practices, which conceptualize participation in planning from a communicative rationalistic perspective and from an instrumental rationalistic approach, will be evaluated in different ways. This is necessary since the conceptualization of participation in planning with an instrumental rationalistic perspective means we should regard the participatory process as a means to an end. However, participatory planning based on the communicative rationality accepts that participatory planning is not only a product produced by experts and planners but also a dynamic process that can be initiated by all individuals within a society.

Tekeli (1990) found it is possible to discuss different levels of participation in the planning area, which depend on the different levels of rationality, definition, aims and evaluation. The issue of evaluation of participatory planning will be discussed in the second section of this chapter. In this part of the study mainly the concept of participatory planning and the two different approaches to participation in planning as a means to an end (instrumental) and as

an end in itself (communicative) will be presented. These approaches have led to different understandings and practices.

Regarding our fourth point, participatory practices are commonly represented as emerging from recognition of the shortcomings of top-down approaches. In the 1960s, when participatory research and planning methods began to be adopted, the ineffectiveness of externally imposed and expert-oriented forms of research and planning became more evident (Cooke & Kothari, 2001). As stated by Yiftachel & Huxley (2000), although in the 1970s Faludi (1973) claimed that rational decision making is the only planning theory, the participatory methods have been glorified in the planning literature and have come to reflect planning practice. Subsequently, the planning field was increasingly occupied by scholars who downplayed the embeddedness of planning within concrete social processes and relations in the early 1970s (Healey, 1997; Yiftachel & Huxley, 2000). According to Healey (1997), this intellectual wave that has been building up in the planning theory field since the 1970s affected participants' ways of thinking, valuing and acting transforming planning into a social process.

Participatory planning practices are developed mainly by means of philosophical, political-ideological, and practical arguments/rationalities. With the support of these types of arguments, the benefits or strengthens of participatory planning practices are also affective on the increasing bias toward participatory planning. The philosophical argument is that participatory planning reflects the pluralistic nature of the society and more accurately it promotes democratic principles in decision making. Based on the political-ideological argument, participatory forms of governance began to be implemented since they facilitate a downsizing and hollowing out of the government. The movement away from traditional hierarchical and representative governance structures has been driven by an ideological shift in the perceived role of government (Bishop & Davis, 2001). Keating & Weller (2001) argue that whereas governments once viewed their role as one to deliver services, they now pursue goals of economic efficiency. In the carrying out this role, the participatory governance structures transition away from service delivery towards regulation play a significant role. Finally, planning practices have become increasingly complex and intractable since, power, right and responsibility for action is fragmented between multiple stakeholders, a rational argument in today's world. In such circumstances, developing and managing relationships between these multiple stakeholders is required to enact change (Healey, 1997; Innes & Booher, 1999). As a result of these arguments as acting as driving forces, participatory

planning has become a fundamental part of planning as a procedural theory. However, with these driving forces, the benefits of participatory planning practices are largely responsible for increasing bias toward the practices of participation. Although the benefits of participatory planning practices changed due to the conceptualization of participation, some of these benefits are as follows:

- Combine information, knowledge and skills from multiple stakeholders (Mitchell, 1997; Margerum, 1999),
- Generate agreements over solutions (Innes & Booher, 1999),
- Create a sense of ownership over the outcomes (Mitchell, 1997),
- Increase support for implementation (Mitchell & Hollick, 1993),
- Open communication channels between participants (Buchy & Race, 2001),
- Achieve mutual learning and personal growth from participants (Sager, 1994; Healey, 1997; Buchy & Race, 2001),
- Bring about increased democratization of the decision-making process (Forester, 1989; Sager, 1994; Healey, 1997).

The final point, while bias toward participatory planning practices is increasing, is that in the planning literature there are different approaches to participation in planning, as discussed by Tekeli (1990). However, the present study proposes that these different approaches are categorized under the groups called participation in planning as a means to an end and participation in planning as an end itself. Depending on the approach, the aims, focuses, participants, frequency of participation, benefits of participation could vary greatly.

The approach of participation in planning as a means to an end is a policy delivery method that focuses on how public participation can assist in generating a better plan. Based on this approach, participation in planning became a tool, a means to an end that increases the quality of the plan. Therefore, within this approach participation becomes something that can be ignored. This approach discusses the participation from the point of instrumental rationality to focus on the end result of the participatory process. In contrast, the second approach, which conceptualizes participation in planning as an end itself, discusses participation in planning as a matter of right and responsibility, which is the point of communicative rationality. With this approach, participation is seen as a right that cannot be ignored even for the benefit of a better plan. Within this thesis study, participation in

planning is accepted as an end itself since participation in decisions and/or action that will affect the individuals/society is seen as a right (Table 2.3).

**Table 2.3:** Two distinct approaches to participation in planning.

	<b>participation as a means to end</b>	<b>participation as an end itself</b>
<b>Type of rationality</b>	Instrumental	Communicative
<b>Participation</b>	As tool to increase the quality of plan, Participation can be ignore for better plan	As a democratic right, Participation cannot be ignored
<b>Focus on</b>	Product, Effectiveness of policy delivery	Process, Consensus building
<b>Rosener (1978)</b>	As contributing to the achievement of some goal	As participation for participation's sake
<b>Buchy (2000)</b>	Participation as a method, a set of guidelines and practices of involving communities or the general public in specific planning activities	Participation as an approach, an ideology, a specific ethos for community development
<b>Nelson &amp; Wright (1995)</b>	Instrumental	Transformative
<b>Edelenbos (1999)</b>	Policy making directs the social actors towards the solution advocated	Process-oriented policy making has an assumption as policy issues can affect many social actors

Rosener (1978) defines the situation where participation as an end itself to be participation for participation's sake, and as a means to an end to be contributing to the achievement of some goal. This distinction of participation as a means to an end between as an end itself has been described by Nelson & Wright (1995) similar to the distinction between instrumental and transformative participation. Along the same line as these authors, Buchy et al. (2000) stated that experiments and theoretical reflections on participation can be largely amalgamated within two bodies of knowledge. The first one is participation in the form of an approach, an ideology, a specific ethos for community development; and the second one is participation in the form of a method, a set of guidelines and practices of involving communities or the general public in specific planning activities. Additionally, Rydin & Pennington (2000) discuss these two distinct approaches based on their rationalizations. According to them, the first one discusses participation in planning as a democratic right that is called in the present study as an end itself, and second one discusses participation in planning as policy delivery that is called as a means to an end. Although the conceptualization of participation as an end itself focuses on enabling access to the policy

process, encouraging the take-up of that access and ensuring that such participation makes a difference to policy outcomes; conceptualization of participation as a means to an end focuses on the effectiveness of policy delivery and considers how public participation can assist in producing a better policy outcome (Rydin & Pennington, 2000). Similarly, Edelenbos (1999) reveals the distinction between the two approaches as policy making and process-oriented policy making. In this context, policymaking directs the social actors towards the solution advocated. However, process-oriented policy making has an assumption that policy issues can affect many social actors. Therefore, these social actors will all have their own definition of policy problems and solutions.

According to Buchy et al. (2000), the approach that considers participation as an end itself, in their words, "*participation as an ethos*", accepts that:

- People participate partly because they want a greater control. Therefore, if there is no transfer or share of power in decision making participation cannot be meaningful.
- Since participation means different things to different people, it is important to clearly state or agree on a common definition to avoid potential conflict and/or disappointment.
- Participation can stimulate an ongoing learning process that increases the awareness of collective responsibility within the community.

According to Buchy et al. (2000), the approach that considers participation as a means to an end, in their words "*participation as a management tool*", can be summarized as follows:

- Before engaging in the process, the benefits and costs of participatory processes have to be evaluated. Since participatory processes comes with costs and benefits.
- Before engaging with the wider community, planners should be explicit about their goals, since different levels of participation will require different techniques.
- Although all the participants have to be committed, the agency in charge is responsible to create the appropriate climate.
- Realistic timeframes and a proper management of social dynamics are essential requirements.
- The issue of representativeness has to be addressed effectively (by the agency).

To summarize, even though there are many different conceptualizations of participation in planning, the present study proposed that there are mainly two distinct approaches, which are



determined based on their rationalities. While from the point of instrumental rationalist approach, participation in planning is a means to end, as a policy making approach; from the point of communicative rationalist approach, participation in planning is an end itself as a process-oriented policy making approach. This study accepts participation in planning as an end itself as a democratic right and accepts procedural planning approach from the point of communicative rationality.

In the planning literature, many authors have attempted to develop procedural theory to guide participatory practice since the 1970s (Friedman, 1973; Sager, 1994; Innes, 1995; Healey, 1997). As a result, today planning literature is dominated by the search for procedural theory; specifically, the communicative planning theory has been encouraged to be thought of as a procedural theory. Communicative planning theory, build on Habermas's communicative rationality, as the current dominant theory underpinning participatory planning practice, has also come to be advanced as the basis for procedural theory for planning (Moore & Koontz, 2003; Lachapelle, 2003; Gunton & Day, 2003; Frame, 2004). In the subsequent two parts, Habermas's communicative rationality and participatory planning approach based on Habermas's communicative rationality will be clarified.

### **2.1.2 Participatory planning based on Habermas's communicative rationality**

In the present study participation in planning is accepted as an end itself with the communicative rationalistic approach. In the planning literature, participatory research has become focused on Habermas's theory of communicative rationality (Forester, 1985; Sager, 1994; Healey, 1995, 1997). The participatory planning concept, defined as a communicative planning theory, has gain acceptance within the planning literature as the dominant, but by no means the only theory (Innes, 2004). The aim of the thesis study is not to discuss why participatory planning based on communicative rationality has become dominant in the participatory planning literature or comparing with the other theories. However, in accepting the dominance of communicative planning theory, it aims to discuss participatory planning as a way to understand Habermas's communicative rationality. Therefore, within this study, participatory planning refers to the broad and varied discourse of planning theory that encompasses consensus building, as well as collaborative, deliberative, communicative and negotiative types of planning. All of these approaches were developed based on Habermas's communicative rationality.



In this part of the study, the emergence of communicative turn in planning will be introduced through the development history of planning. Followed by, the theoretical, political and methodological developments that contribute to the acceptance of communicative rationality as a theoretical basis for planning are discussed.

In order to explain the history of dominance of participatory planning based on Habermas's communicative rationality; the history of planning should be discussed, since as with every field, planning has its background of ideas and practices as well as its traditions of debate. The culture of planning that evolved during the 19<sup>th</sup> century is rooted in a much broader philosophical and social transformation, which is labeled as the Enlightenment. After the Enlightenment, the complexity of political and economic processes led to a growing interest in the management of the socio-spatial relations unfolding within states and cities. Faced by the dynamic and contradictory forces, arguments began to build up in favor of planning a trajectory for the future. The key resource for this project of planning was deemed to be scientific knowledge, which could provide an objective basis for identifying present problems and predicting future possibilities, as well as an instrumental rationality, focused on how to do the things that needed to be achieved, in logical and systematic ways (Healey, 1997). In contrast to instrumental rationality of the modernist era, today communicative rationality pays attention to communication, encourages procedural participatory planning, and questions the modernist concept of truth.

The planning theory has undergone a process of evolution since the late 19<sup>th</sup> century (Cherry, 1974; Sutcliff, 1980; Hall, 1992; Ward, 1994), and from these beginnings the evolution of planning theory is characterized into three periods defined as master planning, systems approach and post-modern approaches to planning by some scholars such as Dear (1986), Yiftachel (1989) and Hall (1992). Based on this categorization, the communicative planning theory stems from the post-modern era with the quest for democratic decision making and embracing of heterogeneity.

Communicative rationality developed during the 1960s and 1970s as a result of criticism of the modernist rational scientific approach to planning. Communicative rationality is also a response to post-modern theory; according to Healey (1992, 1997), Innes (1998), McGuirk (2001) the communicative planning theory draws heavily from the post-modern theory. Although evaluated as post-modern; sharing some arguments and characteristics of advocating a more inclusive approach to decision making that is accepting of diversity; and

providing a role for the non-scientific variables of the post-modern approach, communicative rationality is critical of realistic theory. The development of the critical social theories began in 1920s with the studies of Horkheimer, Adorno and Marcuse in the Frankfurt School. After this first generation, development of critical theory continued with the studies of Habermas as the second generation and the studies of Bhaskar and Sayer as the third generation of critical realistic theorists (Tekeli, 1999).

The communicative planning theory first emerged in the planning literature with Forester's (1985) application of Habermas's theory of communicative rationality. Forester's works encouraged many planning theorists (Healey, 1992, 1997; Sager, 1994; Innes, 1995; Innes & Booher, 1999) to pursue Habermasian theory as a basis for planning (Tewdwr-Jones & Allmendinger, 1998). Using Habermas's theory, Forester (1985) proposed a set of substantive principles about the planning process. These principles stemmed from criticism of the rational-comprehensive model that served as the instrumental rationality of the Enlightenment and decision-making policies tied to a systems approach to planning. Forester observed a rationality constructed by the political and economic elites within society, rather than by a collection of individuals that was said to make up a society under the rational comprehensive approach. As a result, a new test of the rationality for policy, plans and action was proposed; also, a new procedural theory of planning was formed, which accepts planning as an interactive process undertaken within a social context. Considered to be an interactive process, this social concept of planning pushed the technical or scientific process, which dominated the systems approach to planning, out of favor (Healey, 1997). This transition, known as "communicative turn" in planning, has given rise to participatory planning practices and the procedural theory of communicative planning theory, which has come to dominate contemporary planning theory (Innes, 1995, 1996; Healey, 1992, 1997).

Additionally, the historical and theoretical developments have played an influential role in the structure and acceptance of communicative planning. When Forester attempted to apply communicative rationality to the planning field, he was conducive to the acceptance of this theory. Some of the arguments advanced in the communicative planning theory had already been discussed in the planning literature. For instance, in the history of planning theory, Lindblom (1959) proposed a test of what makes a good policy and Davidoff (1965) proposed an advocacy model of planning. These ideas were further developed by Forester (1985) and then Innes (1996). They argued that the determinant of what is a rational course of action should be agreed by all affected interest groups. Moreover, communicative planning

approach is also reflective of themes advocated by key contributors such as Jacobs (1961) and Arnstein (1969). It is seen that the communicative planning theory improved its chances of acceptance within the theoretical literature by building on historical theoretical developments.

Political developments, in addition to the aforementioned theoretical developments, contributed to the acceptance of communicative rationality as a theoretical basis for planning. In the 1970s, the rational comprehensive approach as a dominant approach in the planning field began to be criticized. The criticisms called for more inclusive models of decision making and for greater weight to be given to individual's often intangible values. As stated by Dear (1986), these criticisms were followed by the recession-ridden 1980s when planning began to be seen as increasingly irrelevant by governments that sought to "free-up" development processes to stimulate the economy. As a result, planning at this time was struck by a theory–practice divide (Dear, 1986). In the midst of this environment, Forester (1985) proposed a procedural theory of planning built on Habermasian communicative rationality encouraged by the desire for a much needed change in direction.

Within this theoretical and political context, there was not only theory of communicative rationality, but also more revolutionary theories of planning such as neo-Marxist theory that were competing for recognition and acceptance in the 1980s to fill the theory gap following the criticism and rejection of the systems approach to planning (Dear, 1986). The communicative planning theory would play a major role in contemporary theoretical development. In becoming the dominant planning paradigm, the communicative planning theory has received further endorsement through the actions of planning practitioners (Sarkissian, Cook & Walsh 1997; Sandercock, 1998; Forester, 1999). Today as a result, although no consensus has been reached within the literature regarding procedural theory to underpin participatory planning practice, attention has focused on the concept of the communicative planning theory as based on Habermas's communicative rationality that is referred to as participatory planning in this study.

In short, the participatory planning theory is a procedural planning approach that has its foundations in the Habermasian critical theory of communicative rationality. In his theory, Habermas (1984) advocates the application of a collaborative model of decision making as a tool to achieve the democratization of the broader society. Following Habermas, a number of planning theorists such as Forester, Innes, Booher and Healey have proposed a more

democratic planning process (Tewdwr-Jones & Allmendinger, 1998; McGuirk, 2001). Because of a multitude of interpretations of Habermasian theory, there is no unified theory of communicative planning theory. However, the communicative planning theory comprises a *“loose cluster of scholars who read and reference each other’s work but write about very different topics”* (Innes, 2004: 6). As a result of this fluidity of communicative planning theory, it has been popular and easy to critique since it can be all things to all people. Despite the differing conceptions of boundaries of communicative planning theory, proponents advocate a communicative approach to planning and decision making based on Habermas’s communicative rationality. As stated by Murray (2005), this theoretical foundation distinguishes the communicative planning theory from other discourse oriented and cooperative approaches to planning and decision making such as co-management (Paulson, 1998), cooperation (Yaffe, 1998), coordination (Margerum, 1999), and partnership (Mitchell, 1997). Therefore, it is necessary to focus on the theoretical underpinnings of Habermas’s communicative rationality theory, both to improve the understanding of the communicative planning theory and to enable a critique of its application in the planning field.

#### **2.1.2.1 Communicative rationality**

In this part of the study, the fundamental elements of communicative rationality theory as well as the ideal speech situation and consensus will be introduced as the basic and most criticized concepts of communicative rationality.

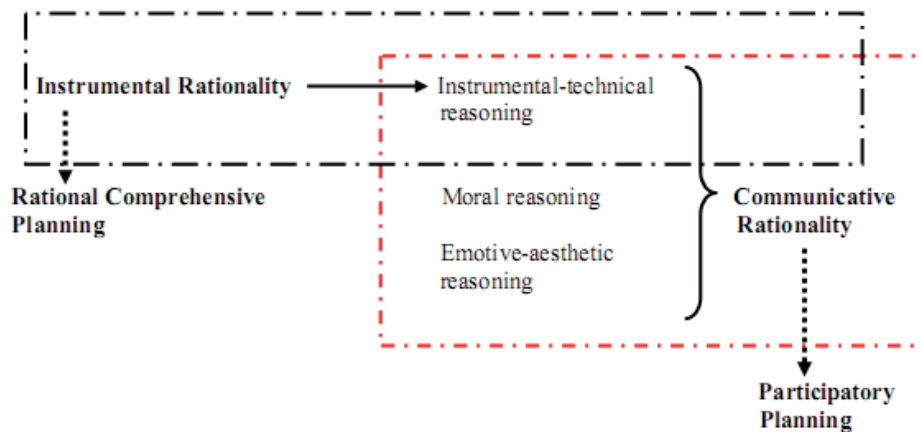
In the communicative rationality theory, Habermas constructed his conception of society in the broad Marxist tradition (Outhwaite, 1994). According to Habermas (1984), instrumental rationality, which was a liberating force at the time of the Enlightenment, had become a source of enslavement. The power to make decisions had come to be removed from the individual and from communities through the development of an “objective” test of truth vested with those that construct, and have the knowledge to appeal to, this decision framework (Outhwaite, 1994: 6). From this position Habermas (1984) proposes to replace scientific measures of rationality in decision making with measures that are founded in debate, negotiation and argument.

Habermas argued that the capitalist social, political and economic systems encourage the pursuit of individual success. Additionally, this institutionally ingrained knowledge framework had replaced social interaction and discussion as the force driving the construction of reality by an individual. He referred to this as the colonization of the

life/world and proposed to reduce the influence that the capitalistic structure of society has over an individuals' construction of reality, and replace this with a process of collective reasoning within the theory of communicative rationality. To reduce this influence, Habermas argues that the determination of courses of action should not be based on scientific or political evaluation of what is rational, but should be determined socially through interaction and discussion by the individuals themselves. In this way, decision making becomes a form of interactive collective reasoning and rationality is determined through consensus or agreement (Forester, 1985; Innes, 1996; Healey, 1997). Moreover, rationality is developed through applying all forms of reasoning including scientific, moral, ethical and emotional analysis (Healey, 1997). It is this theoretical basis of Habermas's communicative rationality that forms the foundation of current communicative planning theory.

As stated by Healey (1997), Habermas works to rescue the concept of reason from instrumental rationalism by expanding the basis of reasoning and by providing criteria for a democratic-reasoning process based on communicative practices. To do this, Habermas (1996) identifies three modes of reasoning, which can be combined, as instrumental-technical, moral and emotive-aesthetic reasoning. While instrumental-technical reasoning is scientific and rationalistic, which links ends to a means and provides evidence to conclusions; moral reasoning focuses on values and ethics; and emotive-aesthetic reasoning derived from emotional experience (Figure 2.2). Societies/individuals must construct ways of validating claims, identifying priorities, and developing strategies through interaction in order to make decisions and take actions that will beneficially affect them. Within this discussion on Habermas's works, planning can be defined as a process of interactive collective reasoning (Healey, 1997).

Communicative rationality provides ideas about the reconstitution of the public realm through open-public debates. When participants engage in these open debates, they explore each other's concerns and the context of these concerns in the public realm. According to Habermas (1996), in order to work out what action is to be taken in a particular situation, communities need to work out collaboratively to decide how to give priority and validity to different claims. Today, it is widely accepted that communities need to work collaboratively, especially to make decisions that will broadly affect the individuals, society and their environment. However, answer to questions such as "How can it happen?" and "How best to design and carry out such a process?" remain controversial.



**Figure 2.2** Different modes of reasoning of the instrumental rationality and communicative rationality.

To answer to these questions, Habermas presents “intersubjective consciousness” as an alternative concept of an individual to the atomistic individual living in a world of other atomistic individuals who seek to maximize his/her own interests. Habermas (1996), along the same line as Giddens (1984), argued that our consciousness is socially constructed in interaction with others, and our social perceptions structure our understanding of the material world, moral reasoning and emotional feelings. Therefore, decisions and actions that will widely affect the individual/society cannot be resolved by using the any one form of reasoning as it is done by using instrumental rationality. Habermas (1984) has rejected the concept that society is made up of individuals that interact with each other as each one pursues the goal of maximizing their own self-interests (Forester, 1995; Healey, 1997), which is the foundation of communicative rationality. According to Habermas (1990: 133) *“if maximizing self-interest is the determinant of individual’s behavior, consensus will only occur when each individual believes that participation will lead to personal benefits.”*

Habermas (1984) conceptualizes society as being made up of individuals whose consciousness is continually being socially reconstructed through interactions with other individuals. According to Habermas (1984), individuals construct their own conceptualization of reality in two ways. First, reality is constructed within an individual’s own consciousness through their own perceptions, moral reasoning and emotinal feelings (Giddens, 1984; Healey, 1997). Second, the construction of reality by an individual is influenced through the interaction with other individuals, each holding their own construction (Habermas, 1984; Giddens, 1984; Healey, 1997). Habermas argues that in this context a decision-making model that encourages the collective construction of goals can

create an interactive environment. In such an interactive environment, instead of the achievement of self-benefit, which is encouraged by individual constructions of reality, achieving understanding and agreement with other individuals become the aim (Habermas, 1990). In this decision-making model, proposed in the theory of communicative rationality, Habermas (1984) theorizes that interaction involving collective reasoning, argumentation and analysis can develop a unified vision of reality and thus create social integration, group solidarity and coordinated action. Habermas asserts that benefits will be wide ranging, resulting in the increased democratization of society and increased social capital.

Based on this argument, there is a belief that reality is not only constructed by individuals and through interactions, but it is also influenced by the broader context in which it is constructed (Habermas, 1984; Giddens, 1984). Habermas conceptualizes that this context is made up by the social norms, cultural givens and resources in society. The broader context refers to socio-cultural context, which influences the interpretative ability of the participants by providing a knowledge framework in which alternative conceptions of reality can be evaluated against. Within the socio-cultural context, reality is constructed by individuals and as a result of interaction between the individuals.

Although Habermas (1984) defines two ways in which individuals construct their own conceptualization of reality; actually, there are three ways that influence the construction of reality within an individual's own consciousness. The first one is individuals' own perceptions, moral reasoning and emotional feelings; the second one is the interaction with other individuals, each holding their own construction; and the third is a socio-cultural context where individuals and their interactions are constructed. These three ways individuals' conceptualize reality are what the present study refers to as psychological and socio-psychological dimensions.

Even though, within the theory of communicative rationality, interactional and socio-cultural dynamics are referred to in the discussion on individuals' conceptualization of reality, the effects of these dimensions on participatory practice, the creation of the ideal speech situation and consensus are ignored. Therefore, the possible hindering effects of the socio-psychological dimensions are also ignored. Indeed, there are socio-psychological dimensions with their transformative effects on the construction of reality and in turn participatory processes.



Although, there could be some cracks in the theory of communicative rationality as well as many criticisms against communicative rationality, it maintains its value today. Being aware of the criticisms of Habermas's communicative rationality and its key concepts, and accepting it as an ideal, the present study will focus on socio-psychological dimensions of participatory processes. Therefore, in the subsequent part the most criticized concepts of communicative rationality and its core issues, ideal speech situation and consensus, will be introduced. Habermas, in relation to the communicative rationality theory, assumed that consensus would be built into the ideal speech situation. That creates two hidden assumptions for participatory planning and its success, including the ideal speech situation will be constructed and where consensus will occur. Therefore, in the following parts of the study, the ideal speech situation and consensus building will be discussed.

#### **2.1.2.1.1 Ideal speech situation**

As one of the main assumptions and pre-conditions of participatory planning, based upon Habermas's communicative rationality, the ideal speech situation and discussion in the participatory planning field will be presented. In broad terms, the communicative theory is based on Habermas's statement that the appropriate and democratic means of decision making required for the debate between all the relevant stakeholders who are focused on coming to an agreement. In this statement, Habermas also refers to the conditions of the discussion arena that are inclusive and how power inequities are mitigated, as the ideal speech situation.

Habermas (1984: 17-18) stated that the rationality is implicit *"in the fact that a communicatively achieved agreement must be based in the end on reasons"* that are provided *"under suitable circumstances."* The suitable circumstances are argued by Habermas (1984) to be the ideal speech situation, where participants engage in argument in an arena that:

*"excludes all force – whether it arises from within the process of reaching understanding itself or influences it from the outside-except the force of the better argument (and thus that it also excludes, on their part, all motives except that of a co-operative search for the truth)" (Habermas, 1984: 25).*

The ideal speech situation is an environment where individuals construct their own conceptualization of reality and act collectively (Habermas, 1984), and each stakeholder has the same opportunity to present arguments and have them accepted so domination does not occur (Sager, 1984). Participatory planning theorists as Healey (1997) and Innes (1996) refer



to Habermas's ideal speech situation in their works. In Healey's (1997: 266) own words, the ideal speech situation is "*a dialogue between people who are in every respect equal in power and understanding.*" According to participatory planning theorists Healey (1997) and Innes (1996), if debates occur in an environment where discussions will be based on principles of honesty, sincerity and openness, traditional power inequalities could be overcome.

Habermas underlines particularly the force issue, since when force enters the communicative arena communication becomes distorted. In an ideal speech situation where traditional power structures are set aside, participants explore each other's concerns. However, it is dependent on participants who are willing to recognize and respect different kinds of claims. Participants have to develop a framework collectively that provides validity and priority for different arguments. As an alternative to the traditional objective criteria that instrumental rationality claims to provide, as it is stated by Healey (1997) this framework developed by participants, provides subjective criteria. Under these circumstances, the power of the better argument is believed to win. Moreover, the better arguments present collectively agreed truths or values, not relative individual perceptions.

However, Habermas stated that the ideal speech situation that underpins his discourse ethic is an ideal. An ideal model of this nature has raised questions and the various critiques are often raised by Flyvbjerg (1998), Flyvbjerg & Richardson (2002), Hillier (2002), Huxley (2000), Huxley & Yiftachel (2000), Purcell (2009), and Tewdwr-Jones & Allmendinger (1998). As stated by Bond (2010), Habermas argues that it nevertheless provides a model which practice should strive to achieve. Being aware of the criticisms to Habermas's ideal speech situation and accepting it as an ideal, as opposed to studies that criticize the concept of an ideal speech situation theoretically, the present study will explore the socio-psychological dimensions which enhance or hinder the participatory processes, and so the creation of ideal speech situation in the Turkish context with an empirical study.

#### **2.1.2.1.2 Consensus building**

In this part, as one of the main assumptions and pre-conditions of participatory planning based on Habermas's communicative rationality, consensus building and discussion in the participatory planning field on consensus building will be presented. Participatory decision-making processes are inclusive, reflexive and consensus oriented. As stated by Calhoun (1991), rational discourse among equals allows all participants to open debate and

interrogate others in a participatory process. Participatory processes are facilitated impartially, based on universal principles as justice and democracy as well as work to replace the argument of the greater force with the force of the better argument. As a procedural approach, it recognizes multiple and diverse stakeholders who operate in an increasingly complex, pluralist and unpredictable world, which Healey (1997) calls as fragmented world. Within this conceptual framework, the concept of consensus and consensus building will be clarified as a main condition of realization of participatory planning based on Habermas's communicative rationality.

Consensus is the inevitable outcome of the ideal speech situation so long as an argument can be "*conducted openly enough and continued long enough*" (Habermas, 1984: 42). Consensus or inter-subjectively shared agreement is the successful conclusion of the communication process. Although, many types of processes are referred to as consensus building in the literature, a number of conditions need to be met in order for a process to be labeled as consensus building. These conditions are discussed identically by Innes & Booher (2003), Innes (2004), Susskind et al. (1999) and Wondolleck & Yaffee (2000). The common criteria which were discussed by the Society of Professionals in Dispute Resolution (1997), Susskind et al. (1999) and Innes (2004) include: first, the consensus building process should include a full range of stakeholders and a task should be meaningful to the participants and should guaranteed adequate time to provide impact during such a process; second, participants could set their own ground rules for behavior, agenda setting, making decisions and other issues; third, a consensus building process should begin with mutual understanding of interests and avoids positional bargaining, and participants should be heard and respected as well as equally able to participate; four, in the consensus building process information should be accessible and fully shared among participants; five, a self-organizing process should unconstrained by conventions of time or content and allows the status quo and all assumptions to be questioned; last, but not least, "*consensus is only reached when all interests have been explored and every effort has been made to satisfy these concerns*" (Innes, 2004: 7). Although it is discussed as a condition of consensus building, in practice all interests cannot be satisfied 100 percent. In the literature, 80-90 percent is commonly recommended as an achievable goal. What is critical at this point is the inclusion of stakeholders from all the major interests.

As argued by Gruber (1994), a process in which these conditions are implemented, will produce mutual learning, social, intellectual and political capital. Such a consensus building

process can produce shared understanding of issues and other players, capacity to work together, skills in dialogue, shared heuristic action, feasible actions and innovative problem solving (Connick & Innes, 2001; Innes & Booher, 1999; Ostrom, 1990). However, the realization of these conditions does not mean that in every single process consensus will be built and maintained during the participatory planning process. The consensus building process and also consensus as a product of this process is affected by many factors such as those socio-psychological factors as focused on in the present study. Working on these factors is important as scholars have discussed on a number of conditions need to be met for a process to be labeled as consensus building. Yet, there is optimism among scholars working on participatory practices about the force of a better argument and in turn the achievability of a consensus. Since the situation of consensus emerges if all involved stakeholders concede at least a little bit, within some contexts consensus may not be built. Consensus is more than the mere arithmetic compromise that emerges if all involved stakeholders concede a little bit. As stated by Innes & Booher (1999), consensus is a result of a high level of complexity, competence, stability and performance. Therefore, the participatory practices require arenas for non-adversarial discourse in which value systems can be articulated. There has to be such an arena in which shared strategic conviction will grow and conflicts will be re-framed in a less antagonistic manner. That is what Habermas referred to as an ideal speech situation, where the discourse shifts from the competitive bargaining of fixed interests to a mode of negotiative problem definition and consensus building (Brand & Graffikin, 2007).

Innes (2004), as one of the advocates of consensus building, states that believing consensus building has not meant to assume that it delivers comprehensive harmony. However, in the participatory planning literature it is commonly assumed that consensus will be built in the context of localities where participatory process is realized. However, in reality, consensus may not be built within all contexts, even if the participatory practices are realized as parts of the same project within more than one context. While consensus may be built within the one context, it may not be built within another. Since participatory practices are mainly based on the consensus, if during the participatory process a consensus cannot be built and maintained, this practice cannot be called as a participatory practice. This hidden assumption of participatory planning approach, based on Habermas's communicative rationality, hints at the evaluation of participatory planning that will be discussed in the second section of this chapter.

Even if participatory practice is realized under the name of participatory planning, such a practice without reaching a consensus, cannot be a successful practice. Because although building consensus is not discussed as pre-condition of participatory planning, it is the basis of the realization of participatory planning process. Therefore, within the context of the study, consensus building and maintenance are discussed as hidden assumptions and main conditions of the realization of participatory planning. Since consensus is the outcome of the ideal speech situation, the ideal speech situation is also accepted as main condition of the realization the participatory planning. Being aware of difficulty of creating the ideal speech situation and building consensus, this study accepts the necessity of shifting from competing interest to consensus.

After the discussion on the concepts of ideal speech situation and consensus, and the interdependence of these two concepts is discussed based on the Habermas's communicative rationality, in the next part, participatory planning will be introduced as a communicative turn in planning.

#### **2.1.2.2 Participatory planning**

The term participatory planning is used to define a broad range of planning approaches, which were developed based on Habermas's communicative rationality. Therefore, in this part of the study I will introduce the terms used to define planning approaches based on communicative rationality and the scholarly definitions used for participative planning. I will also present the common characteristics of these planning approaches.

First, a growing number of planning theorists have taken a communicative turn to describing and theorizing planning practices during the last decades (Healey, 1997; Yiftachel & Huxley, 2000; Brand & Gaffikin, 2007). Forester's works (1985, 1993, 1999) are seen as an early marker of the communicative turn in the planning field. Based on Habermas's communicative rationality, planners such as Forester, Friedmann, Sager, Tore, Innes, Healey and Mandelbaum have developed planning approaches that are labeled as a communicative turn in planning. Their ideas are called by a variety of names, including: transactive planning (Friedmann, 1973), collaborative planning (Healey, 1997; Brand & Gaffikin, 2007), communicative planning (Sager, 2001; McGuirk, 2001), deliberative planning (Forester, 1999), consensus building (Innes & Booher, 2004, 1999; Mandelbaum, 1996), and new-emerging paradigm (Innes, 1995). Drawing on the Habermas's notion of communicative rationality, all of these planning styles based on the communicative turn imply that planning

is regarded as a communicative, interactive activity. All of these terms describe an approach and define *“the pooling of...resources by two or more stakeholders to solve a set of problems which neither can solve individually”* (Gray, 1985: 912). These scholars and many others follow the communicative turn *“accumulating evidence about speech, narratives, consensus-building and negotiation”* (Yiftachel & Huxley, 2000). Also, Brand & Gaffikin (2007) stated that a communicative turn in planning implies a shift from *“competitive interest bargaining”* to *“negotiative consensus building.”*

Second, the definitions of participatory planning by scholars who follow the communicative turn in planning are different but share commonalities. While Brand & Gaffikin (2007: 283) define collaborative planning as *“an inclusive dialogic approach to shaping social space appears to accord with certain features of contemporary society;”* Healey (1997: 29) defines it as *“a social processes through which ways of thinking, way of valuing and ways of acting are actively constructed by participants.”* According to Innes & Booher (1999: 413) consensus building *“refers to an array of practices in which stakeholders, selected to represent different interests, come together for face-to-face, long-term dialogue to address a policy issue of common concern”* and according to Sager (2001: 774) communicative planning *“is not a pyramid of command lines, however. It is rather an administrative network seeking to identify a common cause by listening to the mutual persuasion going on in public.”* Tewdwr-Jones & Allmendinger (2002: 216) define the communicative turn in planning as *“an important direction for planning theory.”* According to scholars, the communicative turn in planning has significant potential for practice that will continue to dominate academic debate. Although no consensus has been reached within the literature regarding procedural theory to underpin participatory planning practice, attention has mainly focused on the concept of a communicative planning theory.

Third, in this study the concept of participatory planning is used to refer to the broad and varied discourse of planning theory that encompasses the ideas that focus on consensus building and planning activity that is collaborative, deliberative, communicative, negotiative, etc. While there are many similarities among the theorists' definitions, there are also many different facets to the contemporary understanding of participative planning. It is therefore useful to consider the key stages draw upon the ideas developed by a number of contemporary planning theorists such as John Forester, John Friedmann, Charlie Hoch, Judy Innes, Patsy Healey, and Tore Sager (Healey, 1993, 1995, 1997; Tewdwr-Jones & Allmendinger, 1998) as following:

- All forms of knowledge are socially constructed; the knowledge of science and the techniques of experts are not as different from the “practical reasoning” as claimed by the instrumental rationalists.
- The development and communication of knowledge and reasoning take many forms, from rational systemic analysis, to storytelling, and expressive statements.
- Individuals do not arrive at their “preferences” independently, but develop their views by social context and through interaction.
- Planning is an interactive and interpretative process. Along with these methods, it requires respectful interpersonal and intercultural discussion.
- As a result of this interactive process, participants in the discourse gain knowledge of other participants as well as learn new relations, values, and understandings. Since a reflective capacity is developed, it enables participants to evaluate and reevaluate.
- Planning is undertaken among diverse and fluid discourse communities. People have diverse interests and expectations in contemporary life, and that relations of power have the potential to oppress and dominate not merely through the distribution of material resources, but by taken for granted assumptions and practices.
- Strategic discourses are opened up to be inclusionary of all interested parties, which in turn generates new planning discourses. Thereby, participants are encouraged to find ways of achieving their planning desires through action, not simply to agree and list their objectives.
- Points of focus are the arenas of struggle, where public discussion occurs and problems, strategies, tactics, and values are identified, discussed, evaluated, and where conflicts are mediated.
- There are varied calls for different forms and types of policy development. Public policies that are concerned with managing co-existence in shared spaces which seek to be efficient, effective and accountable to all those with a “stake” in a place need to draw upon, and spread ownership of, the above range of knowledge and reasoning.
- This leads away from competitive interest bargaining towards collaborative consensus building and that, through such consensus-building practices, organizing ideas can be developed and shared which have the capacity to endure, to co-ordinate actions by different agents, and to transform ways of organizing and ways of knowing in significant ways.
- Planning work is both embedded in context of social relations through day-to-day practices, and has a capacity to challenge and change these relations through the approach to these practices; context and practice are therefore not separated but socially bound

together. Furthermore, participants are able to participate to change the existing conditions.

Based on these main components of participatory planning, it can be seen that the proponents of the communicative planning theory hold divergent conceptions of the boundaries of this concept as a basis for planning (Tewdwr-Jones & Allmendinger, 1998; Innes, 2004). As stated by Tewdwr-Jones & Allmendinger (1998), proponents' perception of the role of the communicative planning theory is varied. Perceptions range from a belief that the communicative planning theory represents the most appropriate paradigm to underpin, inform and shape participatory planning practice (Healey, 1992, 1997), to a concept that can be applied in certain polarized contexts to move debate and decision making forward (Forester, 1989). These statements, which are shared by many authors as followers of the communicative turn in planning, help to describe the basic assumptions of participatory planning, which is founded on the communicative construct of rationality. In the upcoming part, the ontological, epistemological and methodological assumptions of participatory planning will be presented.

#### **2.1.2.2.1 Basic assumptions of the participatory planning approach**

In this part of the study, first the ontological, followed by the epistemological and methodological assumptions of participatory planning approach will be introduced. In this way, assumptions about reality, knowledge, values and practice that are central to the claims of participatory planning will be clarified.

The ontological assumptions of the participatory planning approach will be discussed mainly in terms of the nature of human beings and their social world, time and space/context dependency.

Clearly, participatory planners share some fundamental assumptions about the individual and society. Scholars of participatory planning start by rejecting the Lockean assumption of the atomistic man and accept Aristotelian understanding of humans as political beings. Barber (1995), along the same line as Aristotle, discusses human beings as the product of social interaction. These thoughts illustrate the ontological basis of participatory planning. Based on these philosophers' definitions, including Healey (1997: 55), the social world is not "*constituted of autonomous individuals, each pursuing their own preferences,*" but rather



based on *“the conception of individual identities, as socially constructed.”* This definition is a departure from the neo-classical model of self-interested utility maximizers or atomistic individuals, towards one where reflective individuals are in a relationship with the other individuals in a society.

Additionally, participatory planning is based on a relational understanding of space and time, not on abstract ideal distributions in a Euclidean space. As stated by Graham & Healey (1999: 626), participatory planners do not understand space and time as merely *“objective, external containers within which human life is played out.”* Everything depends on the context is an overarching part of the ontology on which participatory planning builds. Based on this assumption, spatial realities cannot be reduced to geometries without losing the rich and crucial complexities of real life. Therefore, the object of any planning practice must be treated as a unique component of complex larger system.

Also, some scholars, such as Innes & Booher (1999, 2003), in the participatory planning field, refer to the notion of complex adaptive systems that are characterized by fragmentation, uncertainty and complexity but also with self-organizing capabilities. Participatory planners sharing this assumption disagree with the idea that the nature of the world is essentially that of a neatly structured machine by arguing that the world is a self-organizing complex system.

Clearly, participatory planners are trying to overturn the epistemology and think differently. Since, instead of assuming that there is an ultimate truth “out there,” they assume that everything is socially constructed and therefore demand a different approach to understanding the world.

The epistemological issue is related to the basic ontological assumptions. The ontological assumptions of participatory planning determine what we should look for in our pursuit of knowledge within this paradigm. As stated by Healey (2004), a participatory planner should not only know *“about the immediate patterns driving a planning issue, but also step back and think more about the underlying strategic patterns that derive from the system in which the more immediate patterns are defined”* (cited in Brand & Gaffikin, 2007). Graham & Healey (1999: 642) exemplify the situation as *“within the context of participatory planning we are not simply measure space in metres and miles because physical adjacency cannot be used as a proxy for identifying meaningful relationships and impacts of a project or a*



*policy.*” Innes & Booher (1999: 418) encourage us to generate “*emancipatory knowledge transcends the blinders created by our conditions and institutions.*”

The epistemological issue also demands that all types of knowledge need to be taken into account. Participatory planners imply an acknowledgement of tacit knowledge as a major factor driving human decisions and actions. Therefore, participatory planners emphasize the need to facilitate the articulation of such experiential knowledge. This can be exemplified in Healey’s own words (1997: 264) that “*there is no privileged, correct rationality. Further in many cultural communities, technical reasoning, moral attitudes and emotive feelings are all woven... all these potential forms of reasoning have to be learned about and given respect.*”

In general, participatory planners call for the co-construction of knowledge among many social actors, which is a departure from modernist/positivist epistemology. , Knowledge generation resembles more of a mutual learning process, resulting in “negotiated knowledge” that can arbitrate among diverse claims and priorities (Brand & Gaffikin, 2007). What is understood through the social learning tradition is that knowledge is produced through social interaction and social learning, which is developed by individuals within a group or society within a unique socio-cultural context. As stated by Healey (1997), this recognition presents a decisive ontological and epistemological shift from the rationalist conception of knowledge. According to Brand & Gaffikin (2007) and Healey (1997), two dimensions of learning have to be distinguished. While the former concept involves working out how to perform a task better within given parameters; the latter involves learning about the parameters and thereby changing the conditions under which tasks are performed. The latter type of process is more suitable to realities of the individual/society because preferences are not fixed since they are contingent upon context including the preferences of other participants. Therefore, the epistemology of participatory planning is not concerned with the gauging of fixed interests but with facilitating the negotiation of emergent interests.

Along with its ontological and epistemological assumptions, participatory planning is also characterized by methodological assumptions. We know that in line with the broader considerations discussed above, there is a demand for a new methodology, approaches, techniques and tools for policy-makers and planners. These are what Friedmann calls “*interactive, non-rationalist modes of governance*” (cited in Healey, 1997: 292) and Healey (1997: 294) states “*there are no standard answers to the specification of the systemic*

*institutional design of governance systems for inclusionary participatory democratic practice.”*

First, we note that the ontological assumption that the world is a self-organizing complex system coincided with a shift to spatial planning, a more value-driven and proactive model, designed to create sustainable places through integrative strategies and inclusive processes (Albrechts, 2004). According to Brand & Gaffikin (2007: 290), this assumption requires *“rejection of the institutionally hard-wired incentive to split problems along administratively defined hyphenation cracks into convenient components that can be assigned separately to isolated sectoral departments.*

Second, we note that a direct practical implication of participatory planning’s epistemological foundation is the call to broaden the knowledge base for planning (Forester, 1999). To do this, everyone with a perceived stake needs to be identified and as stated by Innes & Booher (1999) all *“stakeholders must be equally informed, listened to, and respected.”* Participatory planning needs decisions to emerge from inclusive and open dialogue among equal social actors. It needs a shift from representational to discursive and participatory forms of governance where deliberation takes place through a great deal of *“face-to-face interaction in real time”* (Friedmann, 1993: 482). Only in this way can policies and/or actions be designed not just for citizens, but by citizens, that is what participatory practices aims to do.

Third, we note that the epistemological assumption could be explained by characterizing the participatory planning practices as a re-conception of conflicts; in other words *“creative tensions.”* Reaping the potentials of this frictional energy requires that we bring different standpoints and arguments onto the agenda *“clarify what is at stake, and lead to a better understanding of the nature of a conflict... contradictions may be less antagonistic than they first seem”* (Elander, 2003: 16 cited in Brand & Gaffikin, 2007). According to Brand & Gaffikin (2007) Elander’s view directly linked the constructivist notion of interests as functions of contingent and dynamic circumstances. This view reveals similarity with the participatory planners, who are optimistic about the achievability of consensus. Since consensus emerges if all involved stakeholders concede at least a little bit, the practice of participatory planning requires more than just thorough mediation. As stated by Healey (1997), participatory planning practices first require arenas for non-adversarial discourse to host what Habermas called as an ideal speech situation. In such a place, value systems can be

articulated; shared strategic conviction can grow; conflicts are re-framed in a less antagonistic manner; and the discourse shifts from the competitive bargaining of fixed interests to a mode of negotiative problem definition and consensus building (Brand & Gaffikin, 2007).

Lastly, we note that in participatory planning practices with such ontological, epistemological and methodological assumptions, the role of planners also changes. While planners were traditionally seen as regulatory, managerial and controlling, within the participatory planning approach; they are no longer the benevolent patrons, the wise and technocratic leaders, rather they act as a facilitator and mediator. Planners in participatory planning practices are considered as a counselor (Wissink, 1995); a critical friend (Forester, 1999, 2006); knowledgeable mediator and broker (Healey, 1997: 309). Forester (2006: 447) states that planners *“need not only skill and thick skin, but the ability to listen astutely, probe practically, and ‘enlarge the shadow of the future’ (Axelrod, 1985: 126) by making citizens more aware of their looming vulnerabilities and practical opportunities.”*

Participatory planning based on communicative rationality represents a set of ontological, epistemological and methodological ideas. There are relatively consistent relationships among these three assumption groups which help to focus planning practice on the achievement of a locally developed unique process, which aims to build consensus in an ideal speech situation whose conditions could be changed depending on the contextual settings. While discussing the ontological epistemological and methodological basis of participatory planning, it is also revealed that Habermas’s theory of communicative action and Giddens’s structuration theory share most of their ontological and epistemological assumptions. After the discussion of the participatory planning approach, in the subsequent part of the study the two planning approaches that are founded primarily on the criticisms to participatory planning approach based on Habermas’s communicative rationality will be introduced.

### **2.1.3 Planning as conflict management and agonistic planning**

Although the participatory planning approach is accepted to be based on Habermas’s communicative theory, it is known that this theory and communicative turn in planning has met some with some criticism. These criticisms, based on alternative procedural planning ideas, can be attributed to the Foucault’s and Mouffe’s approaches. Therefore, in this part of

the study, planning as conflict management, which is developed and based on the criticisms of Foucauldian literature, will be introduced. Followed by, agonistic planning, based on Mouffe's democratic pluralism, that is introduced as being opposed to the main ideas and concepts of participatory planning based on Habermas's communicative rationality, will be discussed.

The aim of this study is to neither introduce criticisms nor justify Habermas's theory and participatory planning based on communicative rationality. Therefore, the planning approaches that arose from the main critics of Habermas will be introduced instead of introducing all criticisms. The present study argues that participatory planning and other procedural planning approaches such as management and agonistic planning could not be compared. These alternative approaches were developed on the basis of different assumptions, thus making each of them unique. Moreover, seeking to bridge two of these approaches, or to complete the insufficiencies of one approach with the sufficiency of other one is not an objective of this study. For that reason, this part of the present study aims to show differences between these approaches that will reveal why these approaches could not be compared.

### **2.1.3.1 Planning as conflict management**

Habermas's communicative theory and the participatory planning it is based on has met with criticism, especially by the Foucauldian planning theorists. These theorists mainly follow the power analytics of the French philosopher Michel Foucault (Flyvbjerg, 1998; Hillier, 2000; Hillier, 2002; McGuirk, 2001). The central controversy between these two theoretical sides is explained with their different conceptualization of power. However, there are also some scholars who work to bridge the Habermasian and Foucauldian views with a reformulated planning theory, such as Hillier (2002), Häkli (2002) and Mäntysalo (2005). In this part, first, the similarities and differences of Foucault and Habermas's approaches based upon the conceptualization of power along with its relation to the ideal speech situation and consensus building will be presented. Second, criticisms arising from of Habermas's theory and participatory planning from the Foucauldian perspective; and the development of planning as conflict management as an alternative to participatory planning based on communicative rationality, will be introduced.

First, according to Foucault's approach, power is a historically emerged phenomenon adjacent to the "lifeworld" itself that means power is not accepted as an "outer distortion" to the lifeworld as it is accepted by Habermas and his followers. While similar to Habermas, according to Foucault, power is embedded in the mechanisms of bureaucratization and commoditization of the society; Foucault argued that the effects of these mechanisms are much deeper; power extends to the lifeworld too (Mäntysalo, 2005). According to the Foucauldian point of view, power construes the social and cultural conditions where people build up their self-conceptions and societal roles. Therefore, power is accepted as a constructive force that shapes individuals' understandings and perceptions, as opposed to being seen as an outer distortion of individuals' communication. Hillier (2002) argues that even in principle it would not be possible to detach oneself from such power by merely avoiding claims that utilize one's political-administrative or economic position and relations. So, the ideal of speech situations with the total absence of power is commonly criticized as an ideal (Mäntysalo & Rajaniemi, 2003; Mäntysalo, 2005). However, as previously stated, although Habermas is mainly criticized on this point, he also agrees that the ideal speech situation is an ideal.

From the Foucauldian perspective, there are inequalities between people and interests covered already in the definition of communicative rationality. In the words of Mäntysalo (2005: 11) *"the economic and political interests are deemed inferior to the cultural and social already at the outset, as the former are seen to belong to the realm of the 'system' and the latter to the realm of the lifeworld."* Even though according to Habermas and his followers, traditional power structures are set aside and participants explore each other's concerns in an ideal speech situation, where the power of the better argument is believed to win; according to Mäntysalo (2005) it overlooks those views and interests that are difficult to express as reasoned arguments.

Mäntysalo (2005) who defines communicative rationality as a *"sort of straitjacket,"* states that each individual is given a universal identity as a rational and moral creature that shares his deep lifeworldly conceptions with others in communicative rationality. Similarly, Hillier (2002) argues that the individual with this identity has a task of searching for consensus with others and criticized the concept of consensus that is defined as something always reachable. According to Hillier (2002), Habermas forces us to be argumentative and look for consensus in all conditions. Based on this belief, Tewdwr-Jones & Allmendinger (1998) argues that participatory planning practices based on Habermas's theory would subdue those who would

rather delegate planning decisions to elected local politicians, those who have less argumentative skills and those who would question the possibility of reaching consensus between the conflicting views as a principle. According to these authors, Habermas disregards the social and cultural forms of power that determine communicative relationships by describing a power-free lifeworld, which includes cultural and social factors.

As previously discussed, the realization of participatory practices based on communicative rationality depends on the assumption that a shared context of lifeworldly values and understandings is achievable under a condition where participants withdraw from the use of power. However, many Foucauldian scholars (Tewdwr-Jones & Allmendinger, 1998, 1979; McGuirk, 2001; Lapintie, 1999; Hillier, 2000; Mäntysalo, 2005) argue that in today's world we live in a society too separated into subcultures. Therefore, as it is accepted in Habermas's theory, a shared lifeworld is no longer readily available. According to critics, although Habermas's communicative rationality is based on making and testing claims in reference to a given moral-practical horizon of shared understandings, finding such a mutual horizon in multicultural and pluralistic planning situations is the key problem (Rittel & Webber, 1973 cited in Mäntysalo, 2005).

According to Mäntysalo (2005), the problems of ambiguity in planning exceed the range of possibilities that are offered by communicative rationality. Planning is the shaping of shared worlds and so the formulation of shared rationalities, but Habermas's theory is criticized as not addressing this crucial aspect of planning (Mäntysalo, 2000, 2002, 2005). Mäntysalo's (2005) and Karatani's (1995) criticisms of Habermas's communicative theory is that it starts from a situation where participants already have a shared world and a shared yardstick of rationality. However, Karatani (1995) argued that shared rules are the outcome of dialogue, not its point of departure.

Second, based upon these criticisms from the Foucauldian perspective, Mäntysalo (2005) argued that in terms of communicative planning theory, there are two types of planning: planning, as consensus seeking and planning as conflict management. Planning as consensus seeking, according to Mäntysalo (2005), is what is discussed in this study as participatory planning based on communicative rationality. Although planning as conflict management developed as an approach based on the criticisms to planning as consensus seeking, Mäntysalo (2005: 1) introduced these two planning approaches as "*two branches of communicative planning theory.*" Indeed, what Mäntysalo (2005) does with the

conceptualization of planning as conflict management is to seek to bridge the Habermasian and Foucauldian views with a reformulated procedural planning approach.

Mäntysalo (2005) argues that planning as conflict management is an activity, where contradictions in planning may be, in appropriate conditions, resolved and where they are handled legitimately when they cannot be resolved. According to him, planning activities in both of these situations are a search for new action possibilities. A search for legitimacy and such a conceptualization of planning is skeptical of the possibility of far-reaching consensus between different meaning systems. Planning as conflict management builds upon the hypothesis that even if mutually agreeable solutions were produced from time to time in individual planning tasks, the basic goals of different meaning systems will remain different (Mäntysalo, 2005), that is what creates the main difference between conflict management and participatory planning.

Mäntysalo (2005) states that his development of conflict management based on the discussions of Healey and Hillier; while as a follower of Habermas, Healey (1997) in her work has stated, *“making sense together while living differently;”* and Hillier (2002: 223), as a follower of Foucault, and in some works seeks to bridge Habermas’s and Foucault’s works as does Mäntysalo, whose notion of consensus is, *“challenges practice goals of the Habermasian notion of consensus and suggests that consensus, a feeling or sensing together, rather than agreement, might be more practically appropriate”* is noteworthy. Based upon the discussions of Healey and Hillier, Mäntysalo (2005: 13) argued, *“it is then not a lasting and deep consensus that a dialogical process in a planning task is to produce – but the conditions for the balanced coexistence of multiple meaning systems.”* According to Mäntysalo (2005), the diverging meaning systems never merge into a single dialogical planning but are only settled situationally. Therefore, from one planning activity to the other these balancing conditions need to be reproduced.

In order to clarify the conceptualization of planning as conflict management, Mäntysalo (2005) argues the difference between the concepts of “interest” and “meaning system.” In this context while interest refers to a concrete goal, attitude or demand in a given planning situation, a meaning system is the basic set of values and understandings from which the interests, as stances and demands in actual moral-practical planning situations, are drawn. While the interests may converge through *“making sense together”* in a concrete task, the meaning systems remain incompatible – *“while living differently.”* According to Mäntysalo

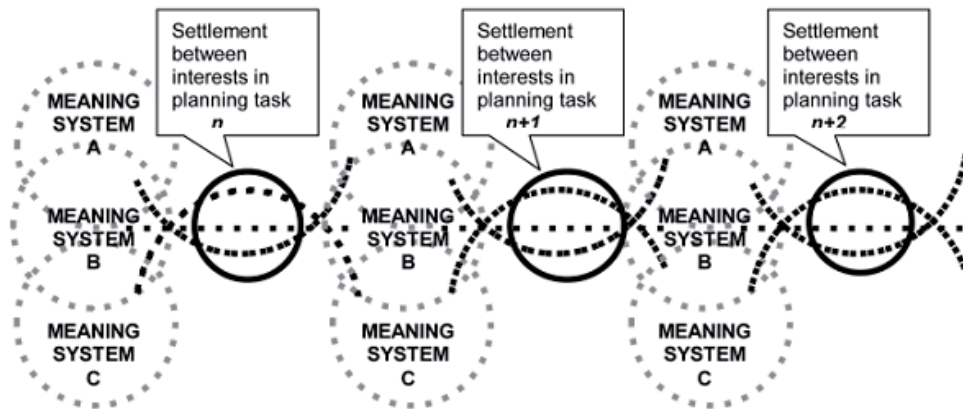


(2005), this requires a case-based resolution between different interests drawn from different meaning systems.

With the acceptance of this relativist view, as different meaning systems cannot be merged into a unified lifeworld shared by all, some questions have arisen as how to resolve practically and legitimately the conflicts between interests in each planning case. According to Hillier (2002), bargaining is a legitimate way of resolving political conflicts that would otherwise remain unresolved. With reference to Gutmann & Thompson, Hillier (2002) states that if the consequences of deliberative democracy can be shown to be mutually justifiable, its principles can also be satisfied through bargaining. In short, planning as conflict management is based on an argument that planners should believe in the pluralism of negotiation approaches and tactics by accepting that a consensus is unreachable.

Hillier and Mäntysalo, who seek to bridge the Habermasian and Foucauldian views with a reformulated planning theory as conflict management, while criticizing Habermas's notion of the shared lifeworld and the idea of a common ground in judging rationally the propositional truth, normative rightness, and subjective truthfulness of the claims made in planning; accept the search for truth, moral consent and sincerity as principles of legitimate planning activity. According to Mäntysalo (2005), these principles define the parameters of "good" planning activity also in the conditions where means of rational judgment are missing and planning becomes management of conflicts. Along the same line, according to Hillier (2002) these principles enable participants to establish conditions for "moral or deliberative disagreement" where they can maintain mutual trust and respect also in situations when they cannot agree. In other words, building mutual respect does not necessarily mean building consensus, but *"mutual respect can help domesticate antagonism into agonism in which participants recognize the boundaries of what is and is not possible"* (Hillier, 2002: 289). Hillier (2002) also argues that in the promotion of democratic decisions, passion is mobilized constructively; although they are partly consensual, such decisions also respectfully accept irresolvable disagreements. Similar to Hillier, Mäntysalo (2005: 15) states, *"such an agonistic democracy would enable the generation – not of a lasting consensus – but of a lasting planning culture of managing conflicts between different meaning systems."* As seen in Figure 2.3, planning advances incrementally from one planning task to the next and in the planning process the different meaning systems do not converge. However, as the capabilities to resolve legitimately from one planning task to the next, the conflicts between their outspoken interests are gradually built (Mäntysalo, 2005).





**Figure 2.3** Planning as conflict management (Mäntysalo, 2005: 14).

Even though Mäntysalo (2005) and Hillier (2002) express their arguments against the communicative rationality and participatory planning developed and it is based upon, both consensus building and the ideal speech situation are considered ideal. Habermas states that they nevertheless provide a model for which practice should strive to achieve. Although they criticized the main concepts of communicative rationality, Hillier and Mäntysalo seek to bridge the Habermasian and Foucauldian views with a reformulated planning theory, by accepting some parts of communicative theory. In this way, by bridging the Habermas's and Foucault's theories they work on a hybrid planning approach. However, each of these theories has their own assumptions. Therefore, in the present study instead of producing such a hybrid approach, and to improve participatory planning approach and practices, the dimensions affecting the participatory process will be explored. With one of the main assumptions of the present study being context dependency, I argue that if there is a lack in participatory planning based on Habermas's communicative rationality; this should be fulfilled with empirical studies on each case planning process uniquely.

### **2.1.3.2 Procedural planning based on Mouffe's democratic pluralism**

In this part, agonistic planning based on Mouffe's democratic pluralism will be presented as the second procedural approach that was developed and based on the criticisms against participatory planning based on Habermas's communicative rationality. To do this, differences between consensus and concession that are realized in communicative rationality, with agonistic and antagonistic positions that are proposed based on Mouffe's democratic pluralism, will be determined. By discussing the differences and similarities between

Habermas's and Mouffe's theories, first, the boundaries of the procedural planning approaches based on Habermas's communicative action and Mouffe's agonistic pluralism theories will be clarified. Second, the concept of consensus, antagonism and agonism will be presented as the key concepts of participatory planning and agonistic planning approaches.

First, even though both of Habermas and Mouffe express dissatisfaction with contemporary forms of representative democracy, their theories are typically posed in opposition to one another. However, both Habermas and Mouffe create a basis for key thinkers in social and political theory. Habermas's communicative action is not only the basis of participatory planning approach, but also deliberative democracy (Benhabib, 1992, 1996; Dryzek, 1990, 2001; Young, 2000). As in Habermas's theory, Mouffe's theory has been influential not only in political theory (Howarth et al., 2000; Howarth & Stavrakakis, 2005) but also in planning theory (Gunder, 2003; Hillier, 2002, 2003; Ploger, 2004). Both planning approaches based on Habermas's communicative theory and agonistic planning based on Mouffe's theory are procedural approaches, which are focused on process instead of product. However, while in the communicative action theory consensus building processes are instigated in an ideal speech situation, Mouffe's (1993, 1998, 2000) radical agonistic pluralism's starting point is an understanding of the society as always potentially conflictive and antagonistic. The goal of Mouffe's theory is to transform antagonism that is conflict between enemies, into agonism that is an understanding relationship between adversaries, "*whose ideas we combat, but whose right to defend those ideas we do not put into question*" (Mouffe, 2000: 102). This present study argues that as a main condition of realization of participatory planning, consensus building with or without concessions should be provided. Agonistic and antagonistic positions, which do permit the reaching of consensus in the planning process, become a source of not the realization of participatory planning, but the source of realization of agonistic planning.

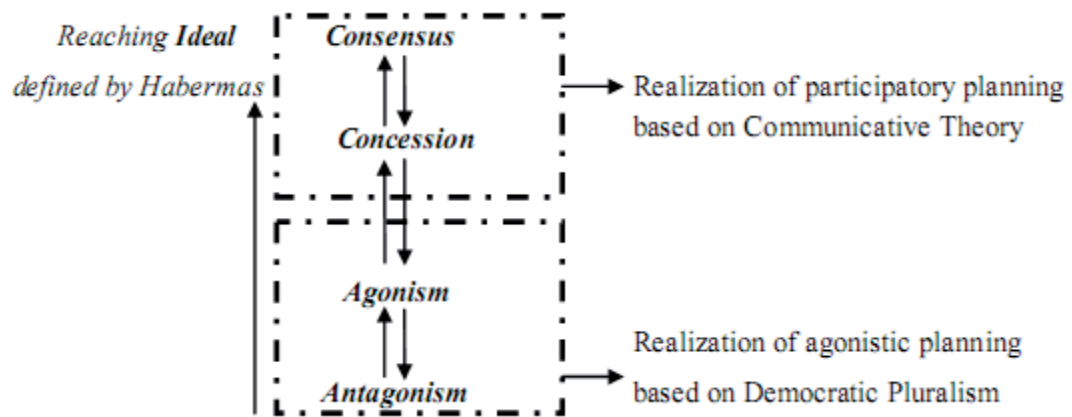
For Habermas and his followers, consensus is an outcome of the ideal speech situation where an argument can be "*conducted openly enough and continued long enough*" (Habermas, 1984: 42). However, the problematic nature of consensus has been debated not only by opponents but also by followers of Habermas and communicative rationality as Benhabib (1992), Dryzek (2001), Healey (1997), and Innes & Booher (1999, 2004). Despite the criticism of opponents and proponents, in the participatory planning practices, in order to enable democratic decision making, some degree of consensus has to be provided. Being

opposed to consensus as the aim of participatory processes, Mouffe criticizes consensus in two ways.

The first Mouffe's criticism is the potential exclusivity arising from the rationality criteria of a decision under the deliberative model. As Mouffe's (2004) states, "*every consensus exists as a temporary result of a provisional hegemony, as a stabilization of power and that always entails some form of exclusion,*" in other words consensus is always incomplete and involves exclusion; however, in some contexts a "*conflictual consensus*" could be seen as a political achievement. Therefore, instead of consensus in terms of Habermas, Mouffe developed a concept as conflictual consensus. Conflictual consensus can be obtained without exclusion is Mouffe's position, in opposition with the ideal speech situation. Believing in the possibility of a collective agreement emerging from a participatory process, and that power relations are to be mitigated potentially silences dissent prior to deliberation in this process, Mouffe states that power relations are implicated in the process of exclusion. As opposed to Habermas, Mouffe follows a Foucauldian understanding of power as inherent and ever present in social relations.

Besides its potential to erase or smooth over conflict and power, the second of Mouffe's criticisms of consensus as a key concept of Habermas's theory is based on Mouffe's ontological position. In Mouffe's ontology, there is a notion of an existing collective agreement but there is always the us/them dichotomy. Therefore, there will always be those who disagree with the outcome that is constituted by another (Bond, 2010). The focus of Mouffe's work is social justice since she seeks to address based on her concern of how collective identities form and articulate demands. In Mouffe's agonistic pluralism, the notion of reciprocity is significant and that is what marks the distinction between agonism and antagonism.

In addition to the concept of consensus, agonism and antagonism will also be clarified parallel to Mouffe's approach in this part of the study. In this way, the boundaries of agonistic planning based on Mouffe's democratic pluralism and participatory planning will be introduced. In the present study, the boundaries of participatory planning and agonistic planning are determined as in the Figure 2.4.



**Figure 2.4** Boundaries of participatory planning and agonistic planning as two procedural planning approaches.

While antagonism refers to a relationship between enemies, agonism is a relationship between adversaries. Although there is no reciprocity in antagonism, in agonism even if adversaries have conflicting views, the relationship between them is mutually respectful. The mutual respect of the rights to be heard and to speak, to express emotions and to defend values and positions is inherent to agonism. As stated by Mouffe (2000: 102), this relationship relies on a shared commitment to ethical democratic principles as “*liberty and equality.*”

Based on her antagonism and agonism definitions, while, on the one hand, Mouffe argues that a rational consensus is impossible; on the other hand, she argues that there must be a consensus. However, unlike from Habermas, Mouffe’s consensus or agreement is a conflictual one that is derived from shared ethico-political commitments to equality and liberty (Bond, 2010). For Mouffe (2005), the bases of agonistic social relations are formed by these ethical democratic principles, which are indeed implicitly similar to the substance of a Habermasian normative validity claim. Though, for Mouffe the perceived finality and closure of a consensus makes it impossible; Mouffe’s arguments against a consensus has a polemical nature since she overstates Habermas’s and proponents’ of communicative theory beliefs in the possibility of a pure consensus. However, as previously mentioned, according to Habermas (1984), communicative rationality is also an ideal that is unlikely to be achieved and consensus is always open to further deliberation.

The impossibility of pure consensus building is discussed and criticized in the present study, is also accepted by Habermas. The pure consensus as participants’ 100 percent acceptance of

decisions or actions is almost impossible, not because of the definition of consensus as an ideal of Habermas but because of varying psychological and socio-psychological dimensions and their enhancing and hindering effects on each participatory process. For instance, in a society where the participatory process is conducted if there are many agonistic individuals<sup>5</sup>, consensus building will be impossible even if the decisions or actions will be in their interests. As per its definitions, the difficulty of consensus building has been accepted already, and consensus is not dependent on participants' 100 percent acceptance. As stated by Innes, if most of the participants, say 70-90 percent, accepted a decision or action, the other 30-10 percent will give some concession from their personal interest for the public interest. Otherwise, the situations, in which a decision could not be made because of the antagonistic or agonistic individuals, gain power use their power over the minority in a planning process. Therefore, even if participants' 100 percent acceptance is an ideal, concession in a peaceful environment without using any type of power is a way to reach consensus that could be realized in participatory planning based on Habermas's communicative rationality.

Opposed to concession of participants without using power, if there is a resistance in society that creates an antagonistic environment, antagonism should be turned into agonism. However, if those individuals who are in antagonistic positions do not give concession, consensus cannot be reached in the form of participatory planning realized as communicative rationality but rather participating in agonistic planning as accomplished through the democratic pluralism described by Mouffe. The methods of achieving such an agonistic procedural planning process in a democratic way, without building consensus, need to be explained by the supporters of Mouffe's democratic pluralism in the planning field.

This study focuses on Habermas's communicative theory and accepts its ontology. This ontology is also used for the evaluation of participatory planning because the evaluation criteria used in the study could not be adapted to other approaches. To illustrate, while planning based on communicative rationality works to build consensus or try to build consensus with or without concessions as realized in Habermas's theory, planning based on Mouffe's democratic pluralism works to turn antagonism into agonism which is not realized in communicative theory. Despite that in this study Habermas's communicative rationality is

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<sup>5</sup> According to the McCrae & John (1992) five-factor model, which gained wide acceptance, all personality differences can be categorized onto five groups including extraversion, neuroticism, openness to experience, agreeableness and conscientiousness. In this model, agreeableness is used to define individuals as suspicious, antagonistic and aggressive.

accepted, it does not mean the rejection of Mouffe's democratic pluralism and her conceptions, or that insights gleaned from Mouffe's theory have no value. By working on Mouffe's ontology, it becomes possible to reveal existing hegemonies and institute new counter-hegemonic projects that carry weight and may create opportunities to alter or transform traditional power relations. Yet, the aim of the thesis study is not to explore existing hegemonies or power relations but to explore the socio-psychological dimensions of participatory planning practices in the Turkish context.

In short, consensus is the main issue that arises from discussion on Habermas's communicative theory and Mouffe's agonistic pluralism. Habermas's concept of consensus is criticized by Mouffe's and her supporters, but it is also accepted as an ideal and criticized by Habermas and his supporters. Although consensus maintains its currency, it is problematic in both the Habermas and Mouffe camps. Since both accept that full consensus is idealistic, and in some context impossible but to some degree agreement is necessary. However, beyond the concept of consensus, what is at the center of the debate is that both of these models for planning explain their understanding about what is democratic. It is important for this study since procedural planning theories not only aim to reach spatial products but focusing mainly on process aimed to reach also social outcomes. Both Habermas's and Mouffe's theories aim to achieve a more democratic society and increase social capital. Nevertheless, the basic assumptions of these theories are different from each other. As it was revealed in Figure 2.4, participatory planning based on Habermas's communicative rationality; consensus should be provided with or without concession. In an agonistic or antagonistic situation, participatory planning could not be reached since consensus could not be achieved. However, if antagonism turned to agonism and then agonism could in turn provide some concession to some of the social actors, the similar results of participatory practice could be provided.

In this study Habermas's communicative theory is accepted as the dominant theory in the procedural planning area. Therefore, the aim of this part of study is not to identify which theoretical frameworks are more suitable for procedural planning theory by comparing them. The two main theoretical frameworks and their assumptions show great differences because of the fundamental ontological and epistemological differences that make comparing these two theoretical frameworks impossible. Naturally, both theories have strengths and weaknesses but, what is important for this part of the study is to show the differences

between these two theoretical approaches since they dominate the procedural planning approaches.

As a result the first section of this chapter, the development history of participatory planning based on communicative rationality can be summarized as in Table 2.4.

**Table 2.4:** Development history of the participatory planning approach.

<b>Period</b>	<b>Planning Theory</b>	<b>Significant References</b>
<b>1980s</b>	application of Habermas's <b>communicative</b> theory to planning,  developing a normative model of planning	<b>Forester</b> , 1985, 1989
<b>1990s and early 2000s</b>	increasing application of Habermasian theory to planning  critiques of Habermasian theory and its application to decision-making as a way to achieve democratic and equitable outcomes which typically based on <b>Foucauldian analysis</b> ,  criticisms of the ability of participatory planning and consensus building approaches	<b>Sager</b> , 1994; <b>Healey</b> , 1997; <b>Innes</b> , 1995  <b>Flyvbjerg</b> , 1998, 2002, 2004  <b>McGuirk</b> , 2001
<b>At the present</b>	criticisms based on <b>Mouffe's theory of democratic pluralism</b> and development of <b>agonistic planning</b> as an alternative to participatory planning  discussion on conflict management as an alternative to consensus building based on both Habermas's and Foucault's approaches  increasing calls from the planning literature for the evaluation of participatory planning practices	<b>Mouffe</b> , 1998, 2000, 2004; <b>Gunder</b> , 2003; <b>Hillier</b> , 2002, 2003; <b>Ploger</b> , 2004  <b>Mäntysalo</b> , 2002, 2005; <b>Hillier</b> , 2000, 2003  <b>Webler et al.</b> , 2000, 2003, 2006; <b>Rowe et al.</b> , 2004a, 2004b; <b>Frewer</b> , 1999

## 2.2 Evaluation of Participatory Planning Practices

In the literature on participatory planning, it is seen that the bias toward evaluation of participatory practices has increased rapidly during the 1990s along with the increasing bias toward participatory planning. A consensus has not been reached about the success of participatory planning, the ability to evaluate success and methods of evaluation. As stated by Rosener (1978), the lack of knowledge and consensus about success of participatory



planning could be related to its complexity. However, no matter how complex, we need to answer the question of how can we evaluate participatory planning and discuss the success of the participatory planning practice. It is especially important to consider the criticisms against the effectiveness, efficiency and success of participatory practices. Moreover, it is important to define the factors affecting participatory planning practices and its success. The determination of the factors affecting the participatory processes, such as the invisible reasons behind participatory planning and its success, may increase the realization of change and the success of participatory processes.

In this section of the theoretical framework, the issue of evaluation of participatory planning will be clarified in five parts: First, the necessities to evaluate participatory planning practices and their successes will be presented; Second, the issues on what and by whom the success of participatory planning will be evaluated; Due to the aim of this study, the study will focus on the participatory process and so in the third part the participatory process will be presented by analyzing its stages; Fourth, the present evaluation ways will be discussed based on literature review; Finally, factors affecting the success of participatory processes will be determined based on the literature review. In this way, the study aims to reveal the present discussions and biases in the evaluation of the success of participatory practices, and proposes its own way for the evaluation of participatory practices. It does this by arguing that exploring the factors affecting the participatory processes and increasing its success level based on this information, which is more important than the evaluation of participatory practices using the standard success criteria.

### **2.2.1 The necessities to evaluate the participatory planning practices**

As a result of the bias toward procedural planning approaches, the numbers of proponents as well as opponents have rapidly increased. Within the increasing bias for procedural planning, participatory planning based on Habermas's communicative rationality has gained great popularity since the work of Forester in the 1980s. Still, today the success of participatory planning has been discussed and criticized much more than participatory planning approaches and the practices themselves. In the participatory planning literature, beginning from the 21<sup>st</sup> century the bias to evaluate participatory planning has increased gradually. In this part of the study, I clarify the necessary requirements for an informed evaluation of participatory processes.



Therefore, first, the two interrelated reasons for the increasing necessity to evaluate participatory planning practices will be presented. One relates to those practices that are conducted under the name of participatory planning with an instrumental rationalistic approach. The other is the increasing criticism of participatory planning as an ineffective way to plan making. Second, the term of success will be defined in terms of efficiency, effectiveness and equity as are used in the literature to define success of participatory practices. Third, in this study the definition of success depends on the participation approach that accepts participation in planning as an end or as a means to an end.

First, in order to clarify the two interrelated reasons for the increasing necessity to evaluate participatory planning practices depends on whether participation is accepted as an end itself or not should be determined. This is necessary because, with the increasing number of participatory practices, different approaches to evaluation have developed. As previously discussed, based on the level of participation, participatory practices could be categorized into two separate levels: as a means to an end and as an end itself. While participation in planning is seen as an end itself from the communicative rationalistic perspective, it is accepted as a means to an end from the instrumental rationalistic perspective. Participatory practices, which are conducted with an instrumental rationalistic approach, do not share the aim of participatory planning as a way of acting upon a democratic right, creating more a democratic society and increasing social capital.

In this study, participation in planning is accepted as an end itself and as a democratic right based on communicative rationality. Due to this acceptance, I argue that if participation in planning is accepted as a tool to increase the quality of a plan or the legitimacy of planning decisions and/or actions, it cannot be called as participatory planning. However, with the increasing partiality toward participatory practices, participation has become to be accepted as a means to end and to increase the legitimacy of planning practices in some procedures. Even if such participatory practices do not work to realize the main ideas of the participatory planning approach, these are called as participatory planning. Because of such practices, participatory planning and participatory practices are criticized for not being able to realize even it's a pre-condition of consensus building. Additionally, mostly due to planning practices realized with an instrumental rationalistic approach under the name of participatory planning, the increasing numbers of criticisms of participatory planning have created a need for the evaluation of participatory planning practices. Participatory practices are mostly criticized as being an ineffective way of plan making. Most of these criticisms focus on the

success of participatory planning, and evaluate participatory planning as an ineffective and/or unsuccessful way to plan making.

Second, after the discussion of two interrelated reasons for the necessity to evaluate participatory planning, we need to define what we mean by the success of participatory planning. In order to evaluate whether it is an ineffective way to plan making or not, we need to define the term of success. Although the definition of success will change depending on if the approach accepts participation in planning as an end itself or as a means to an end; in this part of the study, different success definitions are developed primarily from the different approaches to planning that will be presented.

The present study argued that judgment about whether participatory planning practice is successful or not depends mostly on the definition of success. However, as stated by Chess et al. (1999), due to the large variety of perspectives about the goals of participatory planning, it is problematic to develop a single definition of success. In order to discuss the success of participatory planning, primarily we need to determine what we mean by the success of this activity. For instance, as previously discussed, consensus as a pre-condition of participatory planning built on communicative rationality, could be one of the success criteria. Based on this assumption, if during the participatory practice consensus is not built socially with or without concessions, this practice cannot be evaluated as a successful one. There are many others factors affecting the success of participatory planning practices, however, in this part the discussion is mainly focus on the terms effectiveness, efficiency and equity that are used to define success as per the planning literature.

In order to evaluate the success of public participation and participatory planning the terms, which are commonly used to define success (Buchy et al., 2000; Chess et al., 1999; Innes et al., 1999; Koontz et al., 2006), are efficiency (Brand & Gaffikin et. al., 2007), effectiveness (Rosener, 1978) and equity (Fung & Wright, 2001). Efficiency refers to the ratio of inputs and outputs and effectiveness can be evaluated by measuring outputs against targets set. Equity means to ensure actions do not affect some people less favorably than others, within an understanding of direct and indirect discrimination and the role of positive action. Although some scholars used just one of these terms to define the success of participatory planning, in her study Warburton (1997) stated that, in order to measure success all of these three terms have to be used (cited in Buchy et al., 2000). In line with Warburton (1997), Coglianese (2002) argues that when evaluating the success of participation; researchers

should focus on the effectiveness, efficiency, and equity of decisions that were made during the participatory process. As a result, the lack of consensus on the definition of success is revealed through the varying terms that are used to define success of participatory practices.

Most of the scholars, based on their definition of success, have developed success criteria to evaluate the success of participatory planning. The definitions of success and success criteria vary depend on basically whether participatory planning is seen as a means to end or as an end itself. So, in this part, the varying evaluation of participatory processes is dependent on the different participation conceptualization presented.

Third, to discuss and evaluate the success of participatory planning, we need to be sure whether it is being realized as an end itself or not. Since, if the planning practice could not achieve its basic assumptions, and the success of such practices should be evaluated in a different way from the evaluation of participatory planning which recognized participation as an end itself.

Rosener (1978) stated that if participation is seen as an end itself, it is relatively easier to measure its effectiveness than the situation where it is regarded as a means to an end. The effectiveness of participation as an end in itself, can be discussed in terms of the number of people participating, the kinds of people who are participating, the frequency of citizen involvement, the time invested by individual participants and participant attitudes about their participation (Rosener, 1978). However, as opposed to Rosener, in the present study it is argued that to evaluate the success of participatory planning as an end itself requires more sophisticated measures of success.

According to Rosener (1978), measurement becomes more difficult in participatory planning practice when participation is conceptualized as a means to an end. Such an evaluation requires looking closely at the causal relationship between a participation activity and a desired end. Therefore, for any evaluation, two questions need to be asked; “*what are the goals and objectives that some specified participation is expected to achieve?*” and “*how will it be known that there is a cause and effect relationship between what is being proposed as a participation activity and the achievement of the desired goals and objectives?*” (Rosener, 1978: 459). However, this study argues that the evaluation of success could only be done by looking to reach the desired results through the participatory practices where participation is thought of as a means to end, and that such an evaluation makes easier to evaluate than the evaluation of participatory planning as an end itself.

In addition to the evaluation of participatory planning depending on the two approaches that discuss participation as an end itself and as a means to an end, the another way to discuss participation as a combination of both these two approaches and in turn the evaluation of participatory practices. Based on this approach, which is called by Chess et al. (1999) as the middle ground, participation should meet some balance of the goals of both of the approaches as participation as an end itself and as a means to an end. In other words, when evaluating the success of participatory planning based on middle ground, the criteria of only one approach to participation are not sufficient. Although in terms of the participation, the present study argues that participation should be realized as an end itself, but does not apply to participatory planning practices. This is because, unlike other participatory practices, the aim of a participatory planning practice is also to make an intervention to the spatial environment: to increase the quality of the environment; or to create an appropriate environment. To create an appropriate environment, it could require expert knowledge at a certain level in some cases and a project where participation in planning could be reached in the middle ground. Therefore, different from the other participatory processes, in the case of participatory planning, middle ground as discussed by Chess et al. (1999) could be accepted. Such an approach is especially important for participatory planning practices, since the process and the results of the process are not mutually exclusive. Moreover, focusing on one does not constitute a rejection of the other.

In this section it is illustrated that there are different approaches to the issue of successful participation in planning based on two distinct approaches, which can be summarized as an end itself and as a means to an end. Within the context of this study, participation in planning is accepted as an end itself, as a democratic right, which must not be ignored, even for a better plan. It is also stated that the participatory planning process and results of this process are not mutually exclusive since it is not just a participatory practice but also a participatory planning practice. Unlike the scholars who used terms such as efficiency, equity and effectiveness when evaluating the success of participatory practices, in the present study instead of these terms, “success” will be used as a term to discuss on the evaluation of participatory processes. The way of evaluating success will be proposed at the end of this section, after discussing on what we should evaluate as success in participatory planning.

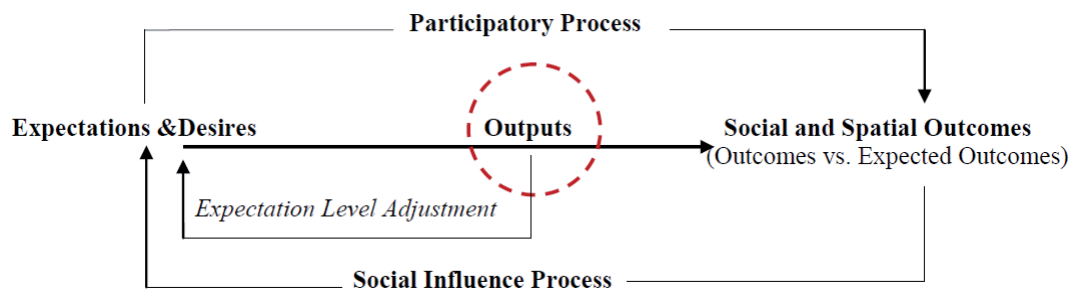
### **2.2.2 What participatory planning practices should be evaluated on and by whom**

In the rational-comprehensive planning approach, the success of planning practice is discussed and evaluated in terms of a plan emerging as a product of a plan making process. As opposed to this traditional planning approach, the success of participatory planning is mainly discussed in terms of process and the effects of the procedural planning approaches. As previously discussed, the evaluation methods of participatory processes show differences depending on whether participation in planning is conceptualized as an end or as a means to an end. While the success of planning practices based on instrumental rationality is evaluated in terms of outputs (tangible items such as a plan, project), the success of participatory planning practices based on communicative rationality is evaluated mainly in terms of the process. In addition to evaluation of participatory planning practices, it is also necessary to consider by whom the participatory planning should be evaluated. Therefore in this part, I first clarify on what basis the success of participatory planning practices should be evaluated and secondly, by whom it should be evaluated.

This study argues that there are two main forms of procedural planning practices based on instrumental rationality and communicative rationality. While the success of planning practices based on instrumental rationality is evaluated based on the plan and or projects as products of planning; the success of participatory planning practices based on communicative rationality is evaluated mainly in terms of the participatory process. In the participatory planning literature some scholars, such as Rosener (1978), Tuler et al. (1995), Chess et al. (1999) and Innes & Booher (2003), have categorized goals and criteria that have been proposed to define the success of participatory planning, in two groups as outcome criteria and process criteria. Scholars evaluating the success of participatory planning on the process, in other words the characteristics of the means rather than the results, explore issues such as fairness, information exchange, group process and procedures. Alternatively, scholars including Renn et al. (1995), Rosenbaum (1978) and Fiorino (1990) who evaluate the success of participatory planning on outcomes based on the results of the participatory process, determine whether the products of the process are successful or not. In other words, the success of the participatory planning is judged by outcomes.

Although, in the present study, participatory planning is accepted as an end itself that is realized as communicative rationality, it is believed that the planning process and the products of a participatory planning process are not mutually exclusive. Even though

participatory planning is introduced and accepted based on Habermas’s communicative rationality, the present study argued that the success of participatory planning cannot be evaluated solely in terms of its process. In the case of participatory planning practices, the results of the process should also be evaluated because, even if it is participatory practice, it is a planning activity that aims to make an intervention in the socio-spatial environment based on the plan, project or decisions. However, unlike planning practices based on instrumental rationality, participatory planning practices’ aim is not just for spatial intervention arising from the output as plans and/or projects, but also aims to create a more democratic society and increase social capital that could be called socially beneficial outcomes. Therefore, the success of participatory planning is not only evaluated in terms of its outputs, as in practices based on instrumental rationality. A participatory planning process should also be evaluated based on its social and spatial outcomes as the products of participatory process. For this reason, in the present study, it is proposed that the success of participatory planning should be evaluated on both its process and products; in other words, by process, outputs and also social and spatial outcomes as conceptualized in Figure 2.5.



**Figure 2.5** Participatory planning based on its results as outputs and social & spatial outcomes.

Although social outcomes such as social capital and trust, certainly discussed within the participatory planning literature, there are relatively little research on spatial outcomes, which is proposed to discuss when evaluating the success of participatory planning in the present study. While social outcomes such as social capital and trust are discussed within the participatory planning literature, there exists relatively little research on spatial outcomes, which I propose to discuss when evaluating the success of participatory planning in the present study. The reason for the general lack of interest in spatial outcomes can be explained by the fact it is difficult to make causal inferences about the effects of

participatory processes on spatial outcomes. Still, discussion on spatial outcomes in the research on participatory planning is more important than the outputs because planning activity and planning aims to intervene in the socio-spatial process. Also, a participatory planning process should produce outputs as a plan or policies, but if the outputs cannot be implemented for some reason, such participatory activity could also be considered as successful. Since, we are still able to discern social and spatial outcomes as an indication of intervention on the socio-spatial. In such situations viewed from the perspective that during a participatory process, as a mutual social influence process, if participants gained knowledge about the problems on which their planning process was founded and about each others' interests during their participatory process, the aim of their participatory process can be produced socially within the time period, without any outputs such as plans or policies. In short, even though the specified outputs could not be produced or implemented during the participatory planning process, if consensus was structured and continued during the process, the aim of the participatory process will be realized socially at an appropriate level. In other words, through the social outcomes of participatory practice, the expected ends or goals of the planning process could be reached. This social aspect clearly differentiates participatory planning from rational comprehensive planning. So, in addition to the process and its outputs, the success of participatory planning should also be evaluated on its social and spatial outcomes separately from the tangible outputs of the participatory process. Within the present study, it is proposed that the success of participatory planning practice should be evaluated on the process and the products of the process as outputs as well as social and spatial outcomes. However, discussing the social and spatial outcomes of the participatory practice is more important than the discussion on the success, or otherwise, of the outputs of the process.

Generally, in terms of the evaluation of participatory processes, first, it is important to discuss the success of the process, since realization of participatory planning's aim to provide for democratic participation is seen as the most critical issue. In the present study, participatory planning is defined as an interactive social process during which consensus is structured as if there are no barriers. The degree of consensus will help to determine the success of the undertaking of the participatory process itself. In terms of outputs as well as social and spatial outcomes, the success of the results of the process is mainly determined by the success of the participatory process. Second, it is important to discuss the success of participatory planning of outputs as plan, project and policies, although it is a participatory process; one of the aims of this process is to produce a plan or policies using participatory



methods and techniques. Last, but not least, it is important to discuss the success of planning of social and spatial outcomes, since the aim of both the participatory process and plan-making activity is to increase the quality of the social and spatial environment by positively affecting the “socio-spatial process.” This perspective reveals the difference between rational comprehensive planning and the participatory approach, which aims to increase the quality of spatial surroundings but also provides social improvements. The social outcomes created by a participatory planning process have special value, for even if plans or projects could not be implemented, the overall aim of the process could be socially produced in a time period.

Our second key question, in terms of the evaluation of participatory planning practices concerns the issue, is who should decide whether the process and products of the process are successful or not.

The present study argues that the success of participatory practices to be evaluated by stakeholders as participants in the participatory process. However, it is proposed that success of the participatory planning should be evaluated both on the process and results of the process as output, as well as social and spatial outcomes. The process along with social and spatial outcomes of a participatory planning practice could be evaluated by participants with or without the participation of planners in the evaluation process, since these outcomes will have emerged within their own context over a period of time. As it is a participatory planning practice, not just a participatory practice, there will be tangible outputs such as a plan or a process or a decision that will include some detailed issues. Therefore, the outputs of a participatory process such as plans, projects and decisions related to planning require the application of expert knowledge, since they cannot be evaluated by a stakeholders group without the knowledge and experience of the planners. For this reason, if there is not any planners in a participatory planning process, success of outputs has to be evaluated by planners as experts from outside the process.

However, if there are planner(s) in a participatory planning process and during which consensus was built with or without concessions, it is not necessary to evaluation of outsider planner(s) as expert. On the other hand, without the active participation of professional planners in a participatory planning process, the success of its outputs will need to be evaluated by expert planners outside the specific process. However, if planners are present during a participatory planning process, particularly when consensus is built with or without concessions, it is not necessary to employ outsider planner(s) as experts for the purpose of



evaluation. In such a process the planners, as one of the equal participant(s) of the process, have the opportunity to gain knowledge from the other participants and also to contribute their own knowledge to the outputs of the participatory planning process. Therefore, if there is a planner in a participatory planning process that is carried out in the communicative construct of rationality, the process and products of the process as outputs as well as social and spatial outcomes should be evaluated by all of the participants. This is because, as discussed in the first section of this chapter, with the shift from instrumental rationality to comprehensive rationality; the role and image of the planner have also changed. As a result, planners began to be accepted as one of the participants of the participatory planning process. Thus, during the planning activity, planners will bring their technical knowledge and experiences to the process as participants. In a participatory planning process, which realizes communicative rationality, the planners' technical knowledge will gain the respect of the other participants. As a result, the outputs as one of the products of the participatory planning process should also be evaluated by all of the participants if there is a planner in the participatory planning process. However, in the absence of a planner in the participatory process, the outputs of the process as plan, project or decision related to plan, can be evaluated with the help of an outside expert planner(s).

In short, the present study proposes to discuss the success of participatory planning relating to all of the participatory planning process, outputs as well as social and spatial outcomes. According to scholars, the success of participatory planning, based primarily on the Habermas's communicative rationality, should be evaluated just on the process, the present study suggests that evaluation of the success of outputs, especially social and spatial outcomes, is also critical . This study proposed that participatory planning practices along with its process, outputs as well as social ad spatial outcomes should be evaluated by all of the participants (Table 2.5). The present study argued that process and products of participatory planning should be evaluated by all of the participants. As it is an interactive process activated by participants, and products of these processes such as outputs as well as social and spatial outcomes are produced by the participants. Therefore, both the process and products should be evaluated by all of the participants. Also, planners should participate in the participatory planning process and its evaluation as equal participants.

In summary, the success of the participatory planning should be evaluated on process, outputs as well as social and spatial outcomes. It is argued that the evaluation of the success of participatory planning processes and the products of this process as outputs as well as

social and spatial outcomes should be evaluated by all of the participants, not just planners and/or experts. Based on these arguments, in the subsequent part of this section, we will focus on how we should evaluate the success of participatory planning. However, given that the aim of the present study is to explore the socio-psychological dimensions of participatory processes, the following parts of the present study will focus on the participatory planning process. This is because the socio-psychological dimensions are best explored by going beyond the outputs and outcomes in order to examine the participatory process itself. Therefore, in the following part the participatory planning process will be analyzed along with its stages.

**Table 2.5:** Evaluation of process and its products.

<b>Evaluation of Participatory Planning Practices</b>	
<b>What Should Be Evaluated</b>	<b>Who Should Evaluate Success</b>
Process	all participants
Output (plan, project)	if there is a planner(s) in planning process, all participants if there is not planner(s) in the process, planners from outside
Social outcomes	all participants
Spatial outcomes	all participants

### **2.2.3 Participatory planning process and its phases**

In accordance with the aim of the present study, this part discusses the participatory planning process and analyzes its phases of activity. This analysis is required since the socio-psychological dimensions affect both the participatory planning process and its results. It is imperative to understand how these dimensions impact the participatory planning process. Participatory planning is not only about the specific content of issues, but also about how issues are discussed, and how problems are defined and strategies to address them are articulated. The process within the context of planning practice is equally as important as the content. Participatory planning is an interactive process that is activated by social actors. As a social and dynamic process, how the participatory planning works out is contingent upon the context that is produced and reproduced by the individuals within the society. After discussing the participatory planning process and its phases as gleaned from the literature,

this study proposes that participatory processes should be analyzed in parts; including, process-design, mobilization, planning and monitoring.

Participatory planning based on Habermas's communicative rationality involves some aspects of rational planning, such as the review of issues (survey), sorting through findings (analysis), exploring impacts of ideas (choice of strategy), and continuous review (monitoring) (Healey, 1997). However, the participatory process cannot be captured in a priori process model, as propounded in the comprehensive-rational planning tradition. While having some aspects of rational planning, these activities are nevertheless opposed to rational planning in that they are undertaken interactively within the participatory planning process. Such a process that carries transformative power, not only to impact the spatial environment but also society, cannot be captured in a priori process model. Viewed in this light, every single participatory planning process should be accepted as a product of local invention. In an effort to see more clearly the differences between participatory processes, it is necessary to analyze each process in terms of its stages of progression. Every participatory planning process is essentially unique, so analyzing the key phases of a participatory planning process could help to explore the dynamics that generate these differentials. Discussing the phases of the participatory process is also important because each one affects the next and determines the outcome, and so the success of the overall participatory process and its products.

A participatory process does not set out to provide a set of procedures of activities to follow. Instead the objective of the participatory approach is to help communities invent their own processes. The approach involves shaping pragmatically to the social relations and political possibilities of particular situations (Healey, 1997). The result is inevitably a locally specific process and so locals are more favored to the evolution of a participatory process than non-locals. Given these contextual differences, although the same project is conducted in different locals, the processes within these different groups in different locals, and hence their products, will differ completely. Each process should therefore be regarded as locally specific, and designed exclusively to accommodate the participative planning practice in its own socio-spatial setting.

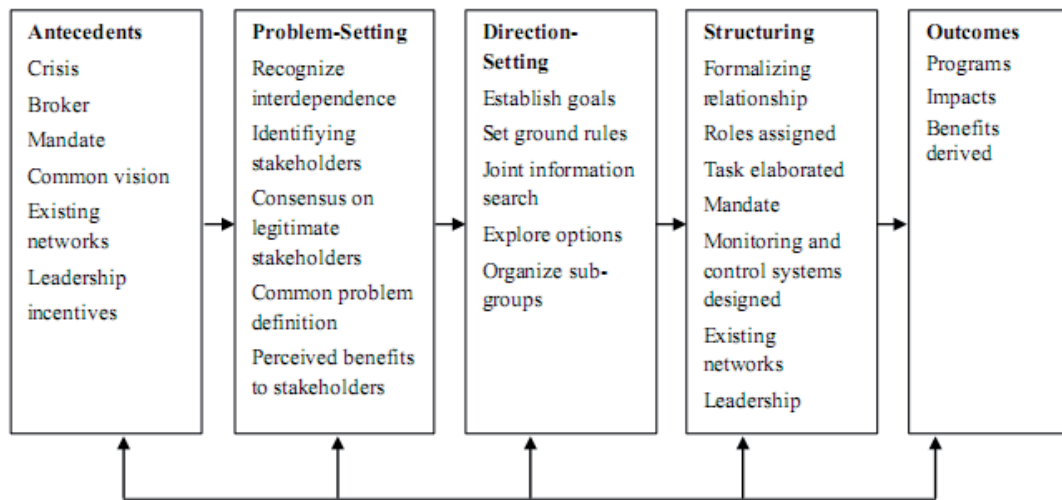
In the literature, there exist many conceptualizations that analyze the phases of the participatory process. As developers of one of the process modes, Selin & Chavez (1995) proposed that collaboration emerges from an environmental context and then proceeds sequentially through a problem-setting, a direction-setting and a structuring stage. After

emphasizing the need to develop the skills of environmental managers to manage collaboration within a dynamic social and political environment, Selin & Chavez (1995) developed a conceptual model to identify potentially key components in collaboration-based planning. According to them, collaboration emerges from a series of antecedents and then proceeds sequentially through stages of problem-setting, direction-setting, implementation, as well as monitoring and evaluation. As seen in Figure 2.6, this model outlines a series of enabling activities, which even in an ideal set of circumstances, are often attenuated by internal and external obstacles to collaboration.

It is suggested that antecedents, such as financial incentives or a crisis, often serve as the catalysts for collaborative planning (Waddock, 1989 cited in Bentrup, 2001). Since planners usually cannot wait until the time when antecedents become ripe for collaboration, the importance of antecedents is sometimes overlooked in traditional environmental planning methodologies. Planners and managers should be aware of what may prompt a collaborative planning effort. Since, as stated by Bentrup (2001), the planners may be able to create the necessary conditions to move the planning effort forward in some cases.

According to Selin & Chavez (1995), problem-setting is the first developmental stage of collaboration. At this stage, stakeholders are identified and consensus is supposed to be obtained between the “social actors.” Social actors presumably begin developing awareness that the problem’s resolution will require a participatory activity; they recognize the interdependencies that exist among them (Bentrup, 2001). If the issues are perceived by actors as important and that the benefits are believed to outweigh the costs (Selin & Chavez 1995), social actors are motivated to participate in the participatory activity.

Selin & Chavez (1995) stated that within the direction-setting phase, social actors attempt to develop a sense of common purpose. Ground rules are set, goals are established, and subgroups are organized to examine specific issues within the direction-setting stage. Social actors can participate in gathering the information that will help the groups reach an agreement on the scientific data underlying the issues and proposed solutions (Bentrup, 2001). According to Bentrup (2001), when planning options are explored, compatible concerns and interests may be identified. If consensus is built for the purpose of reaching agreements and selecting the preferred plan at this stage, the probability for successful implementation increases in the next stage.



**Figure 2.6** Collaborative model for environmental planning developed by Selin & Chavez (1995).

Selin & Chavez (1995) found that some problems need to be resolved through sustained commitment to collaboration, particularly when the management of the interactions of social actors in an increasingly systematic way is required. Within the structuring stage, the effort to establish the shared meaning of the group and work to devise a regulatory framework are institutionalizing activities that serve to guide future collective action. Additionally, legal forms of organizing are instituted, roles assigned, and formal agreements reached to monitor and assure collective compliance with the goals of the group (Selin & Chavez, 1995). At the stage referred to as outcomes by Selin & Chavez (1995), social actors implement the programmatic thrusts of their collective agreements. Impacts are assessed and stakeholders re-evaluate their interest in proceeding with further collaboration. As stated by the authors in relation to Figure 2.6, the participants assess a new set of antecedents as they return to the problem-setting stage of collaboration.

In accord with Selin & Chavez (1995), Bentrup (2001) reorganizes their proposition by suggesting the refining of the model to a process of five stages as antecedents, problem-setting, direction-setting, implementation as well as monitoring and evaluation. While, these authors presented the same collaborative model for environmental planning, it remains an example of what is defined as planning practice realized through an instrumental perspective. The model has an ontological assumption of human beings, which is contrasting to the ontological assumption of the participatory planning approach. While the individual in Selin & Chavez’s model is an “economic man” who is an autonomous individual pursuing his own

preferences. In the participatory planning approach, individuals are conceptualized to possess a socially constructed individual identity in relation to other individuals. In the literature, there are many models like Selin & Chavez's (1995) and Bentrup's (2001) that are developed on the basis of the instrumental rationalistic approach. In addition, there are some others conceptualizations, such as Edelenbos's (1999), and Klandermans's (2004), that discuss the process including its stages or some stages of the process.

Edelenbos (1999) emphasizes in his article the importance of the process design stage of participatory practices. Since many actors and information are embedded in the plan/policy-making process, according to Edelenbos (1999) it is not easy to cope with the growing complexity of these participatory processes because social actors describe the issues and solutions for the policy problem differently. In the case of the Netherlands, the author stated that local governments hire independent process professionals who design and manage the participatory process in order to deal with the growing process complexity. However, in the Turkish case, the process design stage of the participatory process is usually conducted by NGOs and planners from government or academia.

Edelenbos (1999) discusses the participatory process as being comprised of two elements, the process design and process management. According to Edelenbos (1999), a participatory process is designed and managed in order to generate a negotiated and shared content of public policy outcomes. Based on the communicative rationality, the basic assumption of participatory planning is consensus building and maintenance of consensus during the participatory process. However, when social actors are involved in the policy process with different views and interests, there is little consensus about how the policy problem should be defined and which solutions must be carried out. To reach a consensus, the process has to be successfully designed and managed. However, during the process design stage, managers and/or planners could face several dilemmas that cannot be easily handled. In Edelenbos's article, it is clear that the process design is the most complex stage of the participatory process. Therefore, there is a need for independent process professionals to design and manage the participatory process.

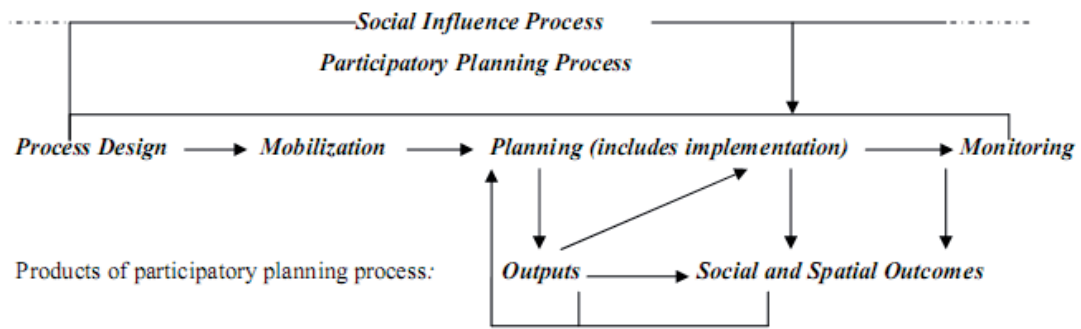
During the process design stage, participatory processes initiators, planners and/or managers negotiate with the interested groups about the details of the process design. In order to guarantee the legitimacy of the process design, the interested parties must accept this process design. The actual design of the participatory process varies for each policy-making process.

Some recurring elements of the design are categorized by Edelenbos (1999) as organization of the process, limiting condition setting, rules of the game, mobilization plan and decision rules; which are defined as follows:

- *Organization of the process* refers to defining the roles, positions, task and responsibilities of the actors. In addition, the lines of information are set up as well as the rules for conducting inquiry and research are described during the process design.
- *Limiting condition setting* means to mark the negotiation process with some conditions such as deadlines, costs of the process and the policy solution, and some conditions concerning the content of the description of the policy problem.
- *Rules of the game* defines the arrangements about the way of interacting, debating and negotiation between the social actors to ensure an orderly decision-making process; such as, accepting the core values of the interested parties, no use of false information, and so on.
- *Mobilization plan* is a plan that is prepared to get a representation of the values, interest and views concerning the policy problem, and generate a variety of possible policy solutions.
- *Decision rules* refer to the determination of the individual who will make the final decision and in which way the final decision will be made, for example by a normal majority or by consensus, before the process starts.

Edelenbos (1999) discusses process management, the second stage of participatory practices, as the actual facilitation of argument, interaction and negotiation between the individual/social actors. The process manager can be the same person who designed the process before initiating it, and who is responsible for three kinds of policy processes: referred to as the main policy processes, supportive policy processes and parallel policy processes. As the core task of the process manager, the main policy processes is the argument and negotiation process between the interested groups in one or more workshops. While the supportive policy processes help to facilitate the re-arrangements for executing the main policy processes, such as the execution of policy research, the mailing of interested parties or the documentation of the results of the negotiations; parallel policy processes encapsulate the linking of the main participatory process with other policy processes, which takes place (almost) simultaneously in different policy fields or negotiation fields (Edelenbos, 1999).





**Figure 2. 7** Participatory planning process with its products.

There are several different models to analyze the participatory planning process in the literature. For the present study, analyzing the participatory planning in relation to its stages is important because there are different social actors in each of these proposed stages and therefore these stages are affected by different socio-psychological dimensions. Given the diversity of approaches to analyze participatory planning processes based on the literature, and to satisfy the aim of the present study, it is necessary to illustrate the analytical process I have conceptualized with its stages, as in Figure 2.7. The present study argues that each participatory process starts with a process design phase, and although each process then proceeds in its own direction, this study proposes that process design could be followed by mobilization, planning and monitoring phases.

First, every participatory planning process starts with some people in a specific area. When the process is starting, the initiators of the process have the critical responsibility for the first stages of opening up the participatory process. As frequently stated, a well-designed participatory planning process has an influential role on the success of participatory planning practices. Since all of the participatory planning processes are a product of local invention, each process design stage could vary depending on the project. During the process design stage, those present are mostly initiators, planners and managers plus there may be some local people in attendance as well.

Consensus mobilization, or frame alignment according to Snow et al. (1986), is a process through which initiators of the process try to obtain support for their viewpoints. Snow et al. (1986; 464) defined consensus mobilization as “*the linkage of individual and SMO (social movement organizations) interpretive orientations, such that some set of individual interests, values and beliefs and SMO activities, goals, and ideology are congruent and*



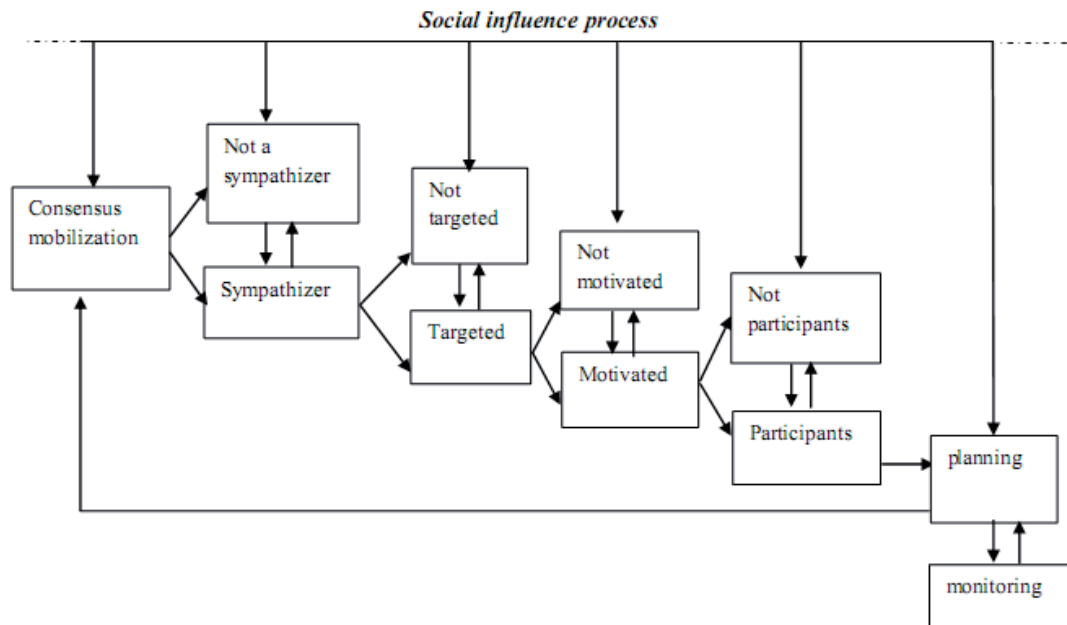
*complementary.*” Accordingly, consensus mobilization is a necessary condition for participation in that it is typically an interactional accomplishment.

According to Klandermans (1984), consensus mobilization involves a collective good, a movement strategy, confrontation with the opponent and results achieved. Every single social movement needs renewed consensus mobilization, since “collective goods” or types of action changed within each of the processes. The success of consensus mobilization can be measured by the extent to which the collective goods, which is the focus of participatory process, are known and valued. Whether people value a collective good depends on the extent to which consensus mobilization succeeded in making them believe that this good is instrumental for valued social changes (Klandermans, 1984).

Then there is action mobilization, which is the process by which an organization, in a participatory activity, calls up people to participate. Although consensus mobilization does not necessarily go together with action mobilization, action mobilization is not independent of consensus mobilization (Klandermans, 1984). Klandermans et al. (1987) analyzed the process of action mobilization in four separate steps and defined them as the indentifying of sympathizers, targeted population, motivation and determination of participants. Based on Klandermans’s discussion, the action mobilization stage was co-opted for the participatory planning processes, as in the Figure 2.8.

Each of these four steps of action mobilization, as illustrated in Figure 2.8, bring the supply and demand of collective action closer together until an individual eventually takes the final step to participate. Since action mobilization builds on the results of consensus mobilization, the first step distinguishes social actors in society into two groups; those who sympathize with the cause and those who don’t. According to Klandermans (2004), as the entire sympathizer group is unlikely to all become participants, a large pool of sympathizers is of strategic importance that depends upon the success of consensus mobilization. There are many possible reasons why all of the sympathizers do not become a participant. In the second step, the sympathizers are divided into those who have been the target of mobilization attempts from those who have not. At this point, qualitative and quantitative differences in targeting can also be distinguished, since people can be targeted in more frequently or less frequently and insistent ways (Klandermans, 2004). The third step, divides the targeted sympathizers into those who are motivated to participate in the specific activity from those who are not, which is the social psychological core of the process of participation

to collective action (Klandermans, 2004). However, it does not mean that socio-psychological dimensions do not affect the process within the other stages of the process. At the end of the action mobilization process, the fourth step, the people who are motivated to become one of those who end up participating and are differentiated from those who do not.



**Figure 2.8** Action mobilization process toward participation renewed and redrawn based upon Klandermans (2004).

Mosler & Brucks et al. (2001), in their study on resource use in processes, in simulations, which are the examples of assumption-guided approaches to the social influence, the recipient individuals show reactions by processing the social information according to game theory rules. In pairs, agents play a dilemma game, which determines their advantages and thus their actions for the next round of the iterative game. Here, there is a distinction between an evaluation stage in which the information received is processed and an action stage in which the action chosen during the evaluation stage is performed. The approach followed by Mosler & Brucks (2001) supports the Klandermans's discussion on mobilization, which is evaluated separately as consensus mobilization and action mobilization.

Although Klandermans's mobilization definition and division of mobilization into two parts (consensus and action) make sense for participatory practices, mobilization could also be

discussed as a stage that includes both of the consensus and action mobilizations. For the present study in terms of participatory planning practices, mobilization is considered a stage where the aim is to gain participants by persuading people to participate in the plan and/or partake in decision making. During the mobilization process, consensus can be built as a pre-condition of the realization of participatory planning in an ideal speech situation, which conditions should be determined depend on the context, if available. Producing the ideal speech situation and consensus building during the mobilization process is seen to be not only dependent on the success of the mobilization process but also on the success of the process design stage. If consensus can be built during the mobilization process, the planning stage can be readily activated and maintained in order to realize participatory planning. If consensus cannot be built or maintained even if with concessions, there may be other options. To build consensus, the process can be redesigned or apply Mouffe's way of accepting conflictual consensus; the process can be continued even though in this form it cannot be realized as participatory planning based on Habermas's theory. Therefore, in order to build consensus, the process should be restarted from the process design stage again with some concessions. After consensus building, the following stages of the participatory planning process as planning, consensus should be maintained.

The mobilization stage is followed by a planning process. Participants of the process and their participation level in the planning stage are mostly determined during the process design stage. Even if all of the social actors who participate in the mobilization stage continue to participate in the planning stage, the roles of these social actors will be changed, depending on the level of participation decided, as discussed in Arnstein's (1969) "*Eight Rungs on a Ladder of Citizen Participation*" and depending on the accepted function of participatory planning as it is defined by Tekeli (1990). The planning stage of the participatory planning process is proposed to be discussed separately from the mobilization and monitoring stages of the participatory process. This is because, in addition to contextual differences as well as depending on the function of participatory planning and the level of participation, the plan-making stage could exhibit differences. While in some cases a plan may be produced with the participation of all participants, in other cases a plan may be produced just by planners as experts. The planning phase of the participatory processes will be different in each particular case. Therefore, as the focus of the present study, the different socio-psychological dimensions are seen to offer a rich source of analysis of the factors affecting success across all stages of participatory planning processes.

At the end of the planning phase, outputs could be produced as products of the process. In an unsuccessful participatory planning process, no outputs have been produced, nor may be wanted to be produced at all. Even if there are no discernible outputs, social and spatial outcomes will be produced within the time period and these could in turn affect a society and its environment. This is a likely result because the social influence process, among all components of the process, including the individual participants, is continued during and after the participatory planning process. During a participatory process, there are some differences that arise, such as the participation of social actors, such as planners and initiators who are not from the group and/or society. There may be a situation where negotiation is structured socially, but outputs, for no reason are not produced at any stage; or outputs, such as policies, cannot be implemented. When consensus is built, the social and spatial outcomes of the process will be produced by its social actors within a given period of time. We can then acknowledge that every single participatory planning process, whether or not it is successful or produced outputs, will result in some social and spatial outcomes. As the sum total of all interactions that occur during the participatory planning process, social influence continues by means of its transformative forces.

The last phase of a participatory process concerns monitoring, which is considered to be one of the most important phases. The monitoring phase begins after the planning phase, during this phase the social and spatial outcomes of participatory processes are produced. During this phase, if deemed necessary, the participatory process and its results are able to be evaluated. To conduct an evaluation, if not previously developed, the evaluation criteria could be determined by the participation of all the stakeholders. In addition, during the monitoring process, there could be a need to return to any phase of the process. Also, the monitoring phase enables stakeholders to revisit earlier phases within the context of the present process, or to even initiate another participatory process entirely.

Based on the literature review of the participatory process and its stages, it is observed that there are different conceptualizations for the analysis of participatory processes. However, this study proposes a way to analyze the participatory planning process by way of its stages due to the main assumption of the thesis, which accepts participation as an end itself. The present study analyzes participatory planning process in four key stages of process design, mobilization including both consensus and action mobilization, planning and monitoring. In all of these stages, there may be different actors. While some may leave the process, others may participate in one or more of these four stages. Each of these scenarios affects the socio-

psychological dimensions of the participatory processes, since interaction patterns will be changed depending on the social actors within the process. As a result, a participatory process and its success will be affected by these changes.

A social actor has different roles within the different stages of the participatory planning process, as in the case of planners. Although, throughout the other stages of the participatory planning process, the planner is seen as an equal to the social actors of the participatory process, at the planning stage the planner may have a technical role that may affect the interactional settings. For instance, if a planner behaves in an elitist manner during the planning stage and/or during the evaluation of the success of outputs of the planning process, it could be in some cases barrier behind the participatory activity. However, perhaps in another case, such elitist behavior of planners could be perceived to enhance the participatory process. This discussion once again reveals that all of these scenarios show differences that ultimately depend on the interplay of local conditions. These discussions can therefore only be completed if we update our enquiry with the results of empirical studies within the context of different participatory processes.

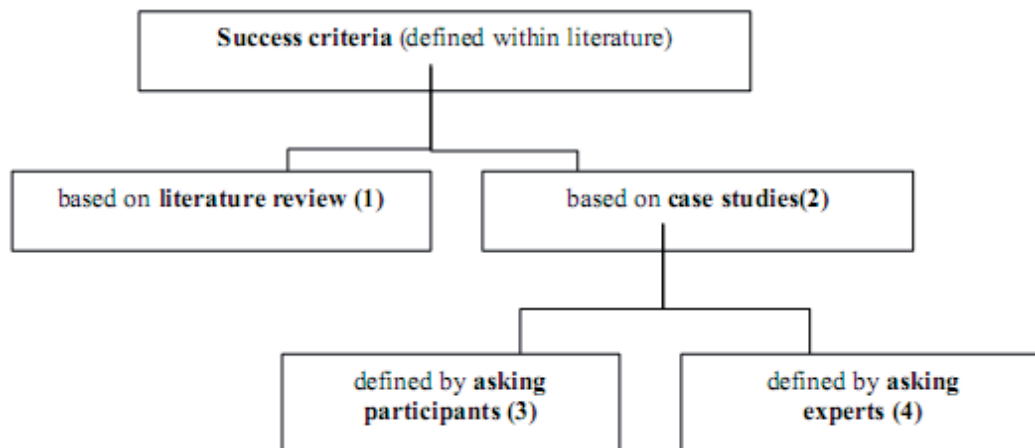
In Table 2.6, these four stages of participatory planning are summarized, bearing in mind that every single participatory planning process is unique and so the participatory planning process could show variances in terms of process stages. Therefore, each participatory process should be analyzed separately. After analyzing the participatory planning process in its four stages in the following part, success criteria of the participatory planning process will be presented based on review of the literature.

#### **2.2.4 The evaluation of the success of participatory processes**

In this part of the study, based on the early propositions on the evaluation of participatory processes, how the success of the participatory process should be evaluated will be clarified. To do this, first, the bias to evaluate participatory practices by using success criteria, which are defined in various ways by the literature, will be presented. Second, the success criteria as defined in the literature, is presented and categorized under five headings. Third, based on the previous discussion of the present study, this study will propose an evaluation way for participatory processes.

**Table 2.6:** Stages of the participatory planning process.

<b>Process' stages</b>	<b>Process design</b>	<b>Mobilization</b>	<b>Planning</b>	<b>Monitoring</b>
<b>Actors in the process stages</b>	<ul style="list-style-type: none"> <li>• Initiator group</li> <li>• Some actors from locality</li> <li>• Process designer</li> <li>• Planners</li> </ul>	<ul style="list-style-type: none"> <li>• Initiator group</li> <li>• Local people</li> <li>• There could be process designers and planners</li> </ul>	<ul style="list-style-type: none"> <li>• Planners</li> <li>• Participants from local area</li> </ul>	<ul style="list-style-type: none"> <li>• Planners</li> <li>• Participants from local</li> </ul>
<b>Focus and aim of the process stages</b>	<ul style="list-style-type: none"> <li>• Designing the process if there is not special process designer</li> </ul>	<ul style="list-style-type: none"> <li>• Consensus building with or without concessions</li> <li>• If necessary, turning back to process design stage</li> <li>• Determination of the participants of planning stage</li> <li>• Determination of the success criteria in a locality</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of consensus</li> <li>• Determination of the success criteria in a locality</li> <li>• Participatory plan/decision making</li> <li>• Depend on the problem, seeking for consensus in a larger scale</li> <li>• Taking responsibility and role for implementation</li> <li>• Intervention to spatial environment depend on plan, project and or decisions</li> <li>• If necessary turning back to early stages</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring</li> <li>• Evaluating the process and products</li> <li>• If not developed before, evaluation criteria could be determined by local people</li> <li>• If necessary turning back to early stages</li> </ul>
<b>Expected result of process stages</b>	<ul style="list-style-type: none"> <li>• Well-designed process</li> </ul>	<ul style="list-style-type: none"> <li>• Consensus building</li> <li>• High level mobilization</li> <li>• Providing high participation rate</li> </ul>	<ul style="list-style-type: none"> <li>• Production of outputs-plan, project and/or policies with high level consensus</li> <li>• Creating social and spatial outcomes and/or increasing the quality of them</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing desires of local people to participate to participatory practices</li> <li>• More democratic society</li> <li>• More qualified spatial environment according to the desires of local (depends on scale of the problem)</li> <li>• Consensus of local peoples on the success of participatory practice</li> </ul>



**Figure 2.9** The process for defining the success criteria.

First, in the literature from many fields such as education, public management, risk management, resource management, agricultural research, labor participation, organizational administration, conversation, health, participation and participatory planning, the success of participatory practices is principally evaluated through the use of success criteria. Within the context of the present study, all of these areas are considered in order to capture the broad range of success criteria applied to participatory processes. Those who regard participation in planning as a means to an end will be familiar with evaluating the success of participatory practice using these criteria. In contrast, and mainly because of the misinterpretation of participatory planning approaches in the literature, some of these criteria are developed and used to evaluate participatory processes by scholars who accept participation in planning as an end itself.

The increasing bias toward determining criteria to evaluate the success of the participatory process is seen in the literature. However, these success criteria are identified in different ways and the studies which determine the success criteria are categorized into two groups; those who derived the success criteria from literature and secondly, those who defined success criteria from their own case studies. The second group includes studies and scholars that can be categorized in two groups; first, those who determine these criteria by consulting the participants and then those who define these criteria by asking experts with an elitist approach (Figure 2.9).

In the first group of these studies as seen in Figure 2.9 as (1), derived the success criteria of participatory planning process from literature, can be observed in the studies of Crosby

(1986), Beierle (1998), Frewer (1999), Rowe & Frewer (2000), Buchy & Hoverman (2000), Cooper (2002), Day et al. (2002), Rowe et al. (2004), and Dowling et al. (2004).

Among the first group of scholars, some categorized the success criteria in two groups, acceptance criteria and process criteria (Frewer, 1999; Rowe & Frewer, 2000; Cooper, 2002; Rowe et al., 2004), according to these authors; a number of theoretical evaluation criteria that are essential for effective public participation are specified in the literature, which comprises of two types. While acceptance criteria refers to features of a method that make it acceptable to the wider public, the process criteria refers to features of the process that are liable to ensure that it takes place in an effective manner. The authors discuss the representativeness, independence, early involvement, influence and transparency as acceptance criteria, which are related to the effective construction and implementation of a procedure. According to authors' definitions, representativeness means the participants in the participatory practice should comprise a broadly representative sample of the affected population; independence refers to the participatory process being conducted in an independent/unbiased way. Regarding early involvement, the authors argue that the participants should be involved as early as possible in the process; persuasively authors stated that the output of the procedure should have a genuine impact on policy. Lastly, according to the authors, transparency means that the relevant population can see what is going on and how decisions are being made.

Additionally, these authors evaluate resource accessibility, task definition, structured decision making, and cost-effectiveness as process criteria, all of which are related to the potential public acceptance of a procedure. According to these authors, resource accessibility refers to participants having access to the appropriate resources to enable them to successfully fulfill their brief. Task definition means the nature and scope of the participation task, which should be clearly defined. Structured decision-making concerns the participation exercise that should use/provide appropriate mechanisms for structuring and displaying the decision-making process. Cost-effectiveness means the procedure should in some sense be cost effective from the point of view of the sponsors.

Crosby (1986), as one of the scholars who derived and suggested success criteria based on the literature, finds that the success of the participatory method depends on six factors: representativeness (the participants should be representative of the broader public and should be selected in a way that is not open to manipulation); effectiveness of the decision-making process; fairness of the process; cost-effectiveness of the process; flexibility of the process;



and the likelihood that the recommendations of the group will be followed should be high. As another example of this approach, Buchy & Hoverman (2000) develop two measures of success based on the literature, develop a shared understanding of success and include at the onset a monitoring and evaluation process with criteria agreed upon by the stakeholders.

The second way to define the success criteria, scholars listed in the Figure 2.9 (2), derived their success criteria from case studies. Some of the scholars who follow this approach are Carnes et al. (1998), Shindler & Neburka (1997); Tuler & Webler (1999), McCool & Guthrie (2001), Webler & Tuler (2000, 2001, 2002, 2006), Webler et al. (2003), Mascarenhas & Scarce (2004) and Dalton (2006). As seen in Figure 2.9, this group of scholars should be categorized into two groups, those who define these criteria by asking the participants and those who define these criteria by asking the experts. The first group of scholars, in the Figure 2.9 as (3), who define the success of participatory planning by asking participants could be exemplified as per Carnes et al. (1998), McCool & Guthrie (2001), Shindler & Neburka (1997); Tuler & Webler (1999), Webler & Tuler (2000, 2001, 2002, 2006), Webler et al. 2003, Mascarenhas & Scarce (2004) and Dalton (2006).

Tuler & Webler (1999), Webler & Tuler (2000, 2001, 2002, 2006) and Webler et al. (2003), mainly focus on the success criteria on the process rather than products of the process and discuss the successful participatory process as “good public participation processes” They define criteria for good processes by asking the participants of the process in the specific case . As an example of this approach, Tuler & Webler (1999) defined seven principles that emerged as a result of empirical study: access to the process; power to influence process and outcomes; access to information; structural characteristics to promote constructive interactions; facilitation of constructive personal behaviors; adequate analysis; and enabling of future processes. The authors defined these criteria following interviews with the individuals who took part in the participatory process, by using an approach based on the qualitative method of grounded theory. In the same way, Webler & Tuler (2000) define the success of participatory planning with perceptions of the participants about a good process. By contrasting the results of the case study with theoretical criteria, insights arise as to the strengths and shortcomings of theory. In this article, Webler & Tuler (2000) discussed fairness and competence which is advanced by Renn et al. (1995) as success criteria derived from the literature. Fairness refers to what people are permitted to do in a process. Under the heading of fairness they discuss: attend the discourse (be present); initiate discourse (make statements); participate in the discussion (ask for clarification, challenge, answer, and argue);

and participate in the decision making (resolve disagreements and bring about closure). Competence refers to the construction of the best possible understandings and agreements given what is reasonably knowable to the participants at the time the discourse takes place. Webler & Tuler (2000) discuss the criteria of competence as access to information and its interpretations as well as use of the best available procedures for knowledge selection. The criteria that are derived from the case study are access to the process, power to influence process and outcomes, facilitate constructive interaction (structural characteristics), facilitate constructive interaction (personal behavior), access to information, adequate analysis, and enable social conditions necessary for future processes.

McCool & Guthrie (2001) in their search for an answer to the question “What dimensions characterize successful public participation?” were able to interview the participants of two different planning processes. As a result of their case studies, the authors reported that the essential criteria for success are: writing a plan and implementing it; learning; interest representation; relationship building; creating responsibility; and gaining social and political acceptability. As a result of a semi-structured interview conducted in another case study, Dalton (2006) defines success criteria in six groups: active participant involvement (opportunity for input, early involvement, motivated participant, influence over the final decision); positive participants interaction (positive social condition, constructive personal behavior, social learning); efficient administration (cost affective, accessible, limited influence on sponsoring agency); fair decision making (transparency, representative participation); decisions based on complete information (best available information, constructive dialogue, adequate analysis); and additional elements that have received limited attention in the public-participation literature (hosting meetings at various scales, recognizing differences within interest groups, considering the context of a process).

Other scholarly group, in the Figure 2.9 (4), tends to define the success criteria of participatory planning with case studies but by asking experts, planners or managers. Tuler et al. (2002) offers one example of this approach. In their articles, authors concentrate on the local governmental officials since they are often a keystone to successfully implementing and enforcing of local policies. Tuler et al. (2002) designed qualitative analysis of open-ended interviews with local government officials from three different cases. As a result of their study, nine criteria were revealed as factors that shaped decisions of whether or not to participate were seen to affect the success of the participatory process. These factors are: efficacy and progress; preferences for a participatory experience; clear objectives; estuary

project support and resources; personal values; past experiences; time; municipal support and resources; and sociopolitical context. Tuler et al. (2002) categorized these criteria under three headings as factors associated with the character of the individuals, with the context and with the process. Individual factors are related with people's motivations, attitudes and beliefs. This category includes: personal interests and values that motivate participation; personal priorities; whether an individual feels that his/her participation will make a difference; and perceptions of professional responsibilities and priorities. A second category of criteria was also identified that related to the context yet was largely outside the immediate control of the individual or the estuary project, but are associated with its social, political, historical, institutional or economic context. As in the case of individual characteristics, there may be little or nothing that the agency can do regarding characteristics of the institutional, political, or social context of the local area town, which a (potential) participant represents. A third group of factors related to the planning process, and control over these factors was seen to lie entirely with the sponsoring organization. Since the characteristics of the participation chance provides opportunity for success, the agency in the process with the greatest influence is able to shift the balance of an individual's weighing of the decision to participate or not (Tuler et al., 2002).

Another example, in the study of Mostert et al. (2007), the authors present and analyzes ten case studies of a participatory river-basin management that were conducted as part of the same project. Upon the completion of the ten case studies, the authors combined their finding into one large list all of the factors affecting the social learning that were mentioned in the individual case studies. Then the authors of each case study were asked to score the significance of each factor for their case areas. The main theme of the project was "social learning" and the factors that emerged during this study were categorized in to eight themes: the role of stakeholder involvement; politics and institutions; opportunities for interaction; motivation and skills of leaders and facilitators; openness and transparency; representativeness; framing and reframing; and adequate resources. In addition, the authors defined the facilitation of the social learning processes as the role of power and interactions in political and institutional contexts as promising topics for further research.

Based on the literature review, we see that there are different ways to define criteria for evaluating the success of the participatory process. These can be broadly categorized into four groups. It is argued that the success of a participatory process should be evaluated with criteria that are developed by the participants themselves. Except in studies where success

criteria were defined by asking all of the participants, the similarity between the criteria of the other studies simply defined in different ways is apparent. It reveals that evaluating the success of the participatory process when one's own success criteria is solely defined and based on the literature alone, the criteria ignores the uniqueness of each locality and hence one's evaluation may not clearly capture the unique context-dependency of a participatory process.

Second, there exists a variety of success criteria to evaluate participatory practices based on an instrumental rationalist approach, which when arranged can be categorized into subgroups that are developed within the context of this study according to their commonalities (Table 2.7). These subgroups include: the success criteria are the end product (the knowledge to be generated); coordination/planning of the process; about process; about participation to process in general; knowledge to be used and generated; about enabling mechanism; coordinators'/moderators'/participants' skills; and socio-psychological dynamics.

**Table 2.7:** Success criteria of the participatory planning process as defined in the literature.

<b>ABOUT PARTICIPATION TO PROCESS – IN GENERAL</b>
early involvement of participants (Frewer, 1999; Rowe et al., 2004; Cooper, 2002; Dalton, 2006) / the timing of the consultation (Buchy & Hoverman, 2000)
development of a public involvement plan (Guynn 1997; Webler et al., 2001) / clear plan (Webler et al., 2001)
the amount of time allocated to the process (Buchy & Hoverman, 2000; Rosener, 1978; Schulz et al., 2003)
implementation of a public participation program with various forms of public participation (Chess et al., 1999; Webler et al., 2001)
feedback on public participation efforts (Chess et al., 1999; Hagmann 1999)
incorporating public values, assumptions, and preferences into decision making (Beierle, 1999)
the number of participants (Rosener, 1978; Mascarenhas, 2004; Hagmann et al., 1999; Webler et al., 2001).
the kinds of people participating (Rosener, 1978)
frequency of citizen involvement (Rosener, 1978; Schulz et al., 2003; Hagmann et al., 1999)
stakeholders' access to resources (Frewer, 1999; Rowe et al., 2004; Cooper, 2002; Mascarenhas, 2004; Newig et al., 2008; Dalton, 2006) / stakeholders' access to the decision-making process (Dalton, 2006; Schulz et al 2003; Webler et al. 2001)
appropriation of roles for experts and the public (Mascarenhas, 2004)
representativeness (Frewer, 1999, Rowe et al., 2004; Cooper, 2002; Crosby et al., 1986; Buchy & Hoverman, 2000; Dalton, 2006; McCool & Guthrie, 2001; Guynn, 1997) / representation of values, interests and concerns (Mascarenhas, 2004) / full and active stakeholder representation (Carnes et al., 1998; Webler et al., 2001).
leaning toward democratic management-unbiased (Frewer, 1999, Rowe et al., 2004; Cooper, 2002; Crosby, 1986)

**Table 2.7:**Success criteria of participatory planning process defined in the literature (cont'd).

<b>THE END PRODUCT (the knowledge to be generated)</b>
producing plan or policies (McCool & Guthrie, 2001)
enhancing a search for common values and interests (Webler et al., 2001; Mascarenhas, 2004)
identification of performance indicators (Day et al., 2002)
beginning with small issues first (Guynn, 1997)
facilitating an ideological discussion (Webler et al., 2001)
clear task definition (Frewer; 1999, Rowe et al., 2004; Cooper, 2002)
definition of key desired outcomes (Day et al., 2002; Guynn, 1997)
formulation of the purpose of the group and end product (Shindler & Neburka, 1997; Webler et al., 2001)
<b>COORDINATION/PLANNING OF THE PROCESS</b>
organizing meeting, agenda setting, facilitation, and staffing (Schulz et al., 2003; Webler et al., 2001)
structured decision making (Frewer, 1999; Rowe et al., 2004; Cooper, 2002; Shindler & Neburka, 1997; Webler et al., 2001) / effective decision-making (Crosby et al., 1986) / efficiency and stability (Duffy, 1991)
legitimacy (Webler et al., 2001; Carnes et al., 1998) / gaining social and political acceptability (McCool & Guthrie, 2001; Mascarenhas, 2004)
transparency (Frewer, 1999; Rowe et al., 2004; Cooper, 2002; Dalton, 2006; Webler et al., 2001)
management of the participanship (Dowling et al., 2004)
a cost effective process (Carnes et al., 1998; Frewer, 1999; Rowe et al., 2004; Cooper, 2002; Crosby et al., 1986; Beierle, 1999; Dalton, 2006) / cost-benefit ratio (Forster, 2000) / (Webler et al., 2001)
a democratic management-unbiased (Frewer, 1999; Rowe et al., 2004; Cooper, 2002; Crosby, 1986) / social dynamics / power relations / democracy in group (Frewer, 1999; Rowe et al., 2004)
identifying (explaining) management-implementation objectives (Day et al., 2002) / the establishment of measurable objectives (Bentrup, 2001)
negotiating the criteria for the evaluation of success between the stakeholders (Warburton, 1997)
<b>KNOWLEDGE TO BE USED AND GENERATED</b>
broad analysis of the issues (Bentrup, 2001; Dalton, 2006)
working with current and reliable information (Shindler & Neburka, 1997; Dalton, 2006) / competence (using the best available information) / terms of reference and guidelines (Mascarenhas, 2004; Webler et al., 2001)
<b>ABOUT ENABLING MECHANISM</b>
difference between the local issue from larger national concerns (Shindler & Neburka, 1997; Webler et al., 2001)
suitable institutional and legal structures (Dowling et al., 2004)
level of support (governor, agency director, etc.) (Guynn, 1997)
group organizational structure (Bentrup, 2001; Hagmann, 1999)
(explaining) allocated budget (Forster, 2000)

**Table 2.7:**Success criteria of participatory planning process defined in the literature (cont'd).

<b>ABOUT PROCESS</b>
developing right discourse (among other characteristics, involves multi-way communication, consensus-based interaction, critical self-reflection) (Webler, 1995)
minimizing the risk of impasse (Bentrup, 2001)
avoiding win-lose decision processes (Guynn, 1997)
constructive dialogue (Dalton, 2006; Webler et al., 2001)
enhancing equal power among all participants (Webler et al., 2001) / process should not be open to a manipulation (Crosby et al., 1986; Dalton, 1996) / require consensus for decisions (Guynn, 1997)
fairness (permitting people to participate in the interaction, initiate dialogue, challenge and defend claims) (Newig et al., 2008; Duffy, 1991; Webler et al., 2001)
the involvement of stakeholders in data collection and analysis (Bentrup, 2001)
equality (Crosby et al., 1986; Duffy, 1991; Guynn, 1997) / equal power (Webler et al., 2001; Schulz et al., 2003)
reasonableness (Webler, 1995)
direction of information flow (Newig et al., 2008; Webler et al., 2001)
the decision maker should be in group works regularly (Shindler & Neburka, 1997)
mutual learning (McCool & Guthrie, 2001; Dalton, 2006)
stakeholders influence (they will impact on outputs and/or outcomes) (Frewer, 1999; Rowe et al., 2004; Cooper, 2002) / key decisions should be improved and influenced by public participation (Carnes et al., 1998; Newig et al., 2008; Schulz, 2003; Webler et al., 2001)
<b>KNOWLEDGE TO BE USED AND GENERATED</b>
broad analysis of the issues (Bentrup, 2001; Dalton, 2006)
working with current and reliable information (Shindler & Neburka, 1997; Dalton, 2006) / competence (using the best available information) / terms of reference and guidelines (Mascarenhas, 2004; Webler et al., 2001)
<b>ABOUT ENABLING MECHANISM</b>
difference between the local issue from larger national concerns (Shindler & Neburka, 1997; Webler et al., 2001)
suiTable institutional and legal structures (Dowling et al., 2004)
level of support (governor, agency director, etc.) (Guynn, 1997)
group organizational structure (Bentrup, 2001; Hagmann, 1999)
(explaining) allocated budget (Forster, 2000)
<b>COORDINATORS'/MODERATORS'/PARTICIPANTS' SKILLS</b>
skilled coordinators (Guynn, 1997; Webler et al., 2001)
responsible leadership (Webler et al., 2001; Dowling et al., 2004)
accountability (Mascarenhas, 2004; Dowling et al., 2004)
attributes of participants (planners and managers) (Newig et al., 2008)
relationship building (McCool & Guthrie, 2001)
positive social condition (Dalton, 2006)
transfer of skills (Buchy & Hoverman, 2000; Dalton, 2006)
commitment and clarity (Buchy & Hoverman, 2000)

**Table 2.7:**Success criteria of participatory planning process defined in the literature (cont'd).

<b>SOCIO-PSYCHOLOGICAL DYNAMICS</b>
understanding public concerns (Carnes et al., 1998)
a shared understanding of success (Buchy & Hoverman, 2000; Dowling et al., 2004; Schulz et al., 2003)
understanding (spatial and social) problems and associated actions (during the process) (Carnes et al., 1998) / identifying and prioritization of problems and needs (Hagmann, 1999)
understanding the connection between costs and benefits (Carnes et al., 1998; Frewer, 1999; Rowe et al., 2004; Cooper, 2002; Crosby et al., 1986; Beierle, 1999; Dalton, 2006) / cost-benefit ratio (Forster, 2000) / a cost-effective process (Webler et al., 2001)
how well the group recognizing and addressing conflicts and problems (Schulz et al., 2003)
common sense in the group (Shindler & Neburka, 1997; Webler et al., 2001)
sense of ownership/belonging to the group (Schulz et al., 2003)
trust (Schulz et al. 2003; Bentrup, 2001; Webler et al., 2001) / trust, reciprocity and respect between participants (Dowling et al., 2004) / trust and confidence to other stakeholders and decisions (Carnes et al., 1998) / mutual trust
participants' feelings (Crosby, 1986)
attitudes about participation (Rosener, 1978; Webler et. al., 2001; Schulz et al., 2003)
how well the group works together (Schulz et al., 2003)
constructive personal behavior (Dalton, 2006)
motivated individuals (Dalton, 2006)
responsibility of participants (McCool & Guthrie, 2001)
being empowered (Schulz et al., 2003; Hagmann, 1999)
(Leadership and participation): task and maintenance behaviors (Schulz et al., 2003; Webler et al., 2001)
comfort level for expressing opinions: communication (Schulz et al., 2003; Shindler & Neburka, 1997 )
willingness to participate (Shindler & Neburka, 1997; Bentrup, 2001; Webler et al., 2001)
attributes of participants (planners and managers) (Newig et al., 2008)
the care and feeding of participants (Shindler & Neburka, 1997; Webler et al., 2001)

In addition to the categorization of the success criteria of participatory practices, as defined in the literature, the success criteria of participatory processes among all criteria are summarized in Table 2.8. The success criteria of participatory processes, which were determined in the literature review part of this study, were divided into subgroups and these subgroups were titled as efficiency of the planning intervention, effectiveness of the planning intervention, facilitation of the process, creating accountability, and enabling mechanism for participation/implementation.



**Table 2.8:** Success criteria of participatory planning process related to process that are defined in the literature.

Success Criteria Related to Process	Participatory Planning Process
<b>Efficiency of the Planning Intervention</b>	Time and energy Efficiency of participatory exercise Efficient implementation
<b>Effectiveness of the Planning Intervention (With Its Sub-Categories)</b>	The knowledge Clear task definition Definition of key desired outcomes Good decisions Management/implementation objectives Direction of information flow – local knowledge Interactivity of expert-local knowledge
	The process – structure Flexibility of the process Definition of roles and responsibilities Structured decision making
	The process – participation – representativeness The number of participants Representativeness in the process Early involvement Frequency of involvement A cost effective process Inclusiveness
	The process – participation – knowledge generation Knowledge/dialogue Democratic management – fairness Problems and needs – the generated knowledge Participation to data collection and analysis
	The process – comprehensibility Comprehensibility
	The process – dialogue Dialogue – methodology Dialogue Cooperation/networking constructive dialogue
	The process – fairness Common values in EP
	The process –transparency Clear methodology definition Effective decision making Transparency
	Sustainability
	Cost-benefit



**Table 2.8:** Success criteria of participatory planning process related to process that are defined in the literature (cont'd).

Success Criteria Related to Process	Participatory Planning Process
<b>Facilitation of the Process</b>	Development of a public involvement plan Facilitation Facilitation – structured decision Facilitation – fairness Development of a clear plan for implementation Facilitation – follow-up Facilitation – conflict resolution Facilitation – effectiveness Structured Skilled coordinators /moderators Trust Power
<b>Creating Accountability</b>	Legitimacy/credibility Institutional capacity Moderators' accountability
<b>Enabling Mechanism for Participation/Implementation</b>	Suitable institutional and legal structures Level of support

After presenting the general bias to evaluate the success of participatory practices in the literature, introducing the defined success criteria of participatory practices, categorizing them into sub-groups, and categorizing the success criteria of participatory processes into sub-groups, I propose an evaluation way for the participatory processes.

Although, in the literature participatory processes and success are mainly evaluated with success criteria that were categorized into five groups in the present study (Table 2.8), participatory planning and its success cannot be evaluated by using such standard criteria. Since such an evaluation ignores the uniqueness of each locality and in turn ignores the uniqueness of the participatory process. However, rational comprehensive planning practices, based on instrumental rationality can be evaluated with such success criteria. By ignoring contextual differences and the participation right of individuals to the decisions affecting them and their living environment, the rational comprehensive planning approach gives the decision-making right to the planner to exercise based on his/her technical knowledge. Such a planning approach accepts that there is an ultimate truth and based on this approach, the success of rational comprehensive planning could also be evaluated by planners with their technical knowledge. Based on the participatory process and its outputs

as plans and/or projects as well as social and spatial outcomes, just selecting to assess outputs as plan and project we would require robust criteria, which will be controlled and provided by planners as one of the equal participants in the processes. However, since the present study aims to explore the socio-psychological dimensions of the participatory process, I found that the necessary criteria for so doing are not discussed in the planning literature.

In the present study, participatory planning is accepted as a realization way of Habermas's communicative rationality. Therefore, the success of participatory processes should be discussed in terms of the pre-conditions of participatory planning, such as building consensus and providing for the maintenance of the consensus. Even if the pre-conditions of participatory practices are achieved, there is still a need to evaluate the success of the process. This study argues that the evaluation criteria of participatory processes should be developed by all of the participants, in each unique participatory process. With the proposed way to evaluate the success of participatory processes, the present study has a position close to Buchy & Hoverman (2000), who develop two success criteria that include developing a shared understanding of success as well as conducting a monitoring and evaluation process with criteria agreed upon by the stakeholders. Although these criteria were defined based on literature review, the authors did not define success criteria but the way of defining the success criteria by emphasizing both the importance of participation in the evaluation process and developing shared meaning during the evaluation process.

In short, the present study argues that every participatory planning process by nature is unique and needs to be evaluated separately by participants/stakeholders of the process instead of criteria base on the literature. It proposes also that if a participatory planning process could realize the basic assumptions of participatory planning approach based on Habermas's communicative rationality, in other words if participatory planning process is not realized just in name but as an exact participatory planning process, every participatory planning process will be found to be successful. As previously stated, the actual evaluation of the success of participatory processes should reveal their success or through the criticisms toward the effectiveness of participatory processes. Therefore, even if consensus was built, if evaluation is necessary, the participants should evaluate the success of their own process by developing a shared understanding of success and agreed upon success criteria.

Additionally, the present study argues that instead of using standard criteria, factors affecting the participatory planning processes should be discussed as invisible reasons for the reality of a critical approach. After just clarifying the way of evaluating the participatory processes' success, in the following part of the study, factors affecting participatory planning will be categorized based on the main aim of the present study.

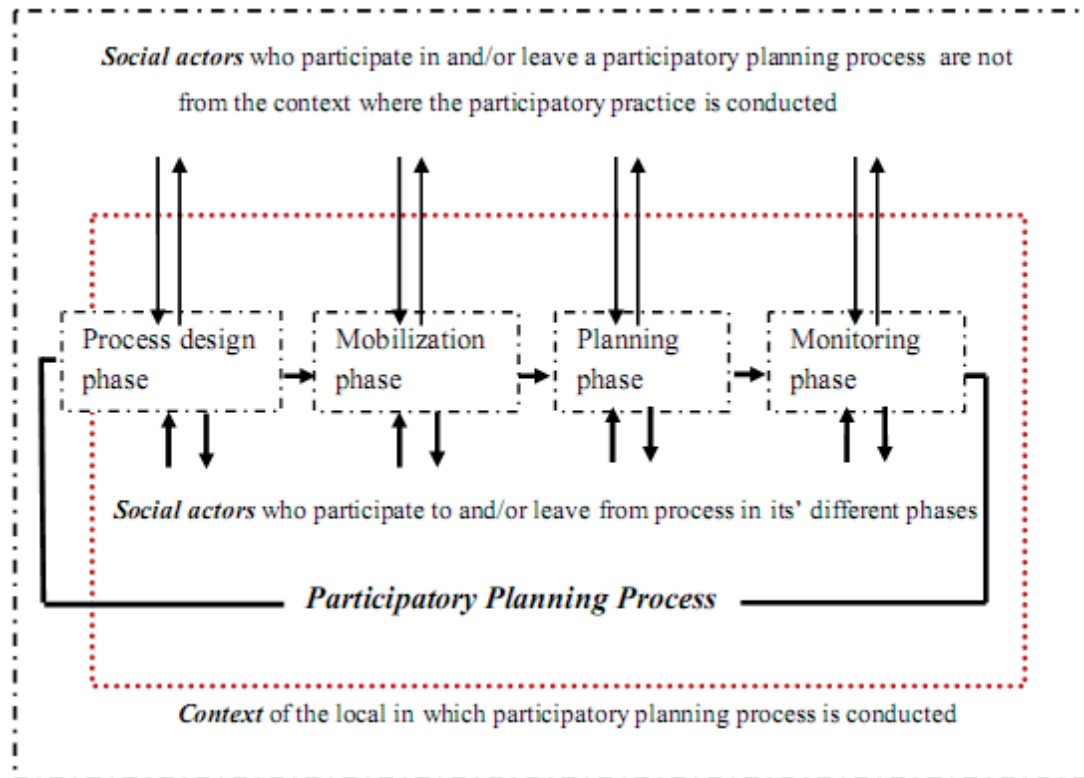
### **2.2.5 Factors affecting participatory processes**

In this part of the study, factors affecting participatory planning will be presented based on a review of the literature. As opposed to the general tendency to evaluate the success of participatory planning process with standard success criteria, the present study has set out to explore those factors affecting the participatory process and considers these as more important than evaluating the success of participatory processes per se. This is because the study aims to increase the realization change of participatory processes by exploring the invisible reasons behind the reality using a critical approach. For this reason, after clarifying the issues on the evaluation of the success of participatory processes, in the following part of the study I first explore the literature for factors that are known to affect participatory processes and then, the socio-psychological dynamics of participatory processes will be discussed.

The present study proposed that the factors affecting the participatory process could be categorized into three main headings as factors related to individuals, context and the process itself. As seen in Figure 2.10, the main components of the participatory process are; the context, where the participatory process is realized; and the social actors who participate in the participatory process both contextually and non-contextually. Between the process, context and individual/society there is an interaction during the participatory process as well as mutual social influence. All of these elements and their relation to each other affect not only the participatory process but also individual/society and context as main components of participatory processes.

As it is conceptualized in Figure 2.10, during the participatory planning process, first, there are social actors and so factors related to these social actors that affect the process. While some of these social actors, who may choose to participate in one or more stages of the process, are not from the context where the participatory planning process is realized, the others are. Second, there are factors related to the context where the participatory planning

process is conducted that affect the process. Third, there are factors related to planning process itself, which affect the process and its other components.



**Figure 2.10** Participatory planning process with its stages and factors that affect the participatory process.

These three factor groups could also be categorized into sub-groups based on their components. For instance, factors affecting the participatory planning process related to the process could be categorized as the coordination/planning of the process, participation in the process and knowledge to be used and generated in the process. Additionally, those factors affecting the participatory process related to the context could be categorized as legal, institutional, socio-economical, historical and socio-cultural context. However, since the main focus of the present study is the socio-psychological dimensions, instead of discussing the factors related to all context and process, in this part of the study the focus will be on those factors related to individual/society and factors related to cultural context.

Due to the focus of the present study, this part will focus on the socio-psychological dynamics of participatory processes, and to determine the socio-psychological dynamics of

participatory processes, the literature on participation, participatory planning and collective action, and their discussions on socio-psychological dimensions of the participatory processes will be introduced. In this way, it is made clear how socio-psychological dynamics of the participatory processes are discussed in the literature, although most of these studies did not conduct their discussions under the name of socio-psychological factors/dynamics/dimensions.

Almost all of the studies that discuss the social psychological dynamics of participatory processes were produced during the first decade of the 21<sup>st</sup> century. The first group of studies in the area of collective action, participation, participatory planning or participation to environmental concerns are as follows: Adamson (2010) *"Identifying the barriers to 'purposeful' citizen participation;"* Van Zomeren et al. (2009) *"Introduction to the Social and Psychological Dynamics of Collective Action;"* Denhardt et al. (2009) *"Barriers to Citizen Engagement in Developing Countries;"* Douglas (2006) *"Exploring the Barriers to Community Involvement in Public Transportation: The Case of Capital Metro;"* Sood et al. (2004) *"Do Socio-psychological Factors Matter in Agroforestry Planning? Lessons from Smallholder Traditional Agroforestry Systems;"* Burton (2004) *"Reconceptualising the 'behavioural approach' in agricultural studies: a socio-psychological perspective;"* Zappalà et al. (2001) *"Why are some volunteers more committed than others? A socio-psychological approach to volunteer commitment in community services;"* Cooke (2001) *"The Social Psychological Limits of Participation?"* Dietz et al. (1998) *"Social Structural and Social Psychological Bases of Environmental Concern"*.

The second group of studies discusses the socio-psychological dimensions and/or factors in the literature pertaining to administrative sciences, conflict resolution, educational technology, architecture and economics. Some examples of them are as follows: Gayer et al (2009) *"Overcoming Psychological Barriers to Peaceful Conflict Resolution: The Role of Arguments about Losses;"* Werner, (2008) *"Using a Socio-psychological Approach for Understanding the Influence of Civil Society on Economic Activity;"* Hoffman et. al., (2008) *"Overcoming the Social and Psychological Barriers to Green Building;"* Hoffman (2005), *"Changing Environmental Practice: Understanding and Overcoming the Organizational and Psychological Barriers;"* Hughes et al (2002) *"Overcoming Social and Psychological Barriers to Effective On-line Collaboration;"* Franklin (1975) *"Relations among Four Social-Psychological Aspects of Organizations"*.

As seen with reference to the above studies, socio-psychological issues are mentioned within the literature related to participatory processes in different areas. Some of these articles will be introduced in this part of the study to clarify the level of the discussion on the socio-psychological dimensions of participatory processes in the literature. First, Van Zomeren et al. (2009), *“Introduction to the Social and Psychological Dynamics of Collective Action”* introduces the goal of the article as *“bring together recent advances on the social and psychological dynamics of collective action among members of disadvantaged as well as advantaged groups.”* After discussion on social identity, relative deprivation, and resource mobilization theories, they introduce their diversity in collective action research in terms of contexts, populations and measures. Second, Sood et al. (2004), *“Do Socio-psychological Factors Matter in Agroforestry Planning? Lessons from Smallholder Traditional Agroforestry Systems,”* examines the association between the tree growers’ and the farmers’ socio-psychological factors as perceptions, attitudes and awareness of the sources of tree seedlings. With regard to policy implications, the authors indicate a need to take into account the socio-psychological factors of the farmers for planning socially acceptable agro-forestry programs. Third, Hoffman et al.’s (2008) article within the architecture literature, *“Overcoming the Social and Psychological Barriers to Green Building,”* argues that although environmental progress in building design and construction industry will continue to stall, the significant social and psychological barriers that remain are not addressed. The authors discuss the social and psychological dimensions and practices in three levels as individual, organizational and institutional. Issue framing, targeting the right demographic, education, structural and incentive change, indemnifying risk, green building standard improvements, and tax reform are developed by the authors as a strategies to overcome social and psychological barriers. Fourth, Hughes et al.’s (2002), *“Overcoming Social and Psychological Barriers to Effective On-line Collaboration,”* argues that on-line collaboration provides many opportunities for the on-line learner. In the article, the authors have delineated a wide range of social and psychological issues that should be addressed to facilitate collaboration under four headings as following: encouraging students to accept collaboration; establishing comfort with the technology; establishing comfort and trust between the instructor students, and collaborators; and creating a rich on-line social environment conducive to collaboration.

As a result of the literature review, which focuses on the socio-psychological factors/dynamics in many areas, it is seen that there are no studies that focuses on the socio-psychological dimensions extensively. Additionally, almost none of these studies explored

the socio-psychological dimensions of the participatory process with empirical data. Each of these studies addresses different issues and dimensions under the name of socio-psychological dimensions.

In addition to these studies, some of which use terms associated with socio-psychological factors/dynamics, there are other studies that do not, but they still add to the discussion of socio-psychological dynamics. Therefore, to determine the socio-psychological dimensions of participatory processes, factors affecting the participatory planning process related to individual/society and cultural context were researched within the participation literature. In order to achieve this part of the literature review, I worked to assemble those factors that were mentioned to be related to the individual/society and cultural context. I then organized these socio-psychological dynamics under subheadings as in Table 2.9 below. These subgroups, which were titled in reference to the terms used in the field of social psychology, are the issues related to individual (characteristics, behaviors and emotions), communication, power, conflict, attribution, persuasion, interpersonal relationship, social dynamics and culture. After categorizing these factors as the socio-psychological dimensions of participatory processes, in the following part, these dimensions will be categorized and discussed within the context of the field of social psychology.

**Table 2.9:** Factors affecting the participatory processes related to individual/society and cultural context.

<b>Communication</b>
communication (Schulz et al., 2003; Shindler & Neburka, 1997; Bickerstaff, 2004)
maintenance communication and activities (recruiting members, building team spirit, developing new leaders and fund-raising make an organization strong) (Bickerstaff, 2004)
multi-way communication, consensus-based interaction, critical self-reflection (Webler, 1995)
constructive dialogue (Dalton, 2006; Webler et al., 2001)
<b>Power</b>
reward and punishment (Hoffman, 2008)
power and equity (Bickerstaff, 2004) / power distance (Enserink et al., 2007)
equal power (Webler et al., 2001; Schulz et al., 2003) / manipulation (Dalton, 2006) / equality (Crosby et al., 1986; Duffy, 1991; Guynn, 1997) /
power relations / democracy in group (Frewer, 1999; Rowe et al., 2004) / a democratic management-unbiased (Cooper, 2002) / equality (Guynn, 1997)
diverse control (Wandersman, 2009)
organizational inertia (all of which guide individual thought and behavior) (Hoffman, 2008)
power orientation (an orientation toward acquiring and exerting influence) (Turner & Killian, 1987)



**Table 2.9:** Factors affecting the participatory processes related to individual/society and cultural context (cont'd).

<b>Conflict</b>
group-based anger (van Stekelenburg, Klandermans & van Dijk, 2008; van Zomeren, Spears, Fischer & Leach, 2004)
political membership and communities' political divisions (Pascaru, 2010)
mythical fixed-pie bias (Hoffman)
win-lose decision process (Guynn, 1997)
<b>Individual</b> (characteristics, behaviors, emotions)
personal characteristics as egocentrism (Hoffman, 2008) / (Matsuba et al., 2007) (Tuler et al., 2002)
participants feelings (Crosby, 1986; Mishra)
constructive personal behavior (Dalton, 2006)
motivated individuals (Dalton, 2006; Ardichvili, 2003)
attitudes about participation (Rosener, 1978; Webler et al., 2001; Schulz et al., 2003)
people's motivations, attitudes, and beliefs (Tuler et al., 2002) / norms, beliefs, values (Pahl-Wostl, C., 2007) / person's value orientations (Micheletti)
perception of the ineffectiveness of individual action for problem solving (Micheletti)
perceptions of personal responsibility (Micheletti)
comfort level for expressing opinions (Schulz et al., 2003; Shindler & Neburka, 1997)/ afraid to express opinions (Pascaru, 2010)
sex, social class (Dohrenwend, 1975)
positive illusions (Hoffman, 2008)
personality (Sympathy & Empathy) (Matsuba et al., 2007)
behavioural factors (lack of individual incentives, misunderstanding the final objectives, frustration and de-motivation, stand-by behavior) (Pascaru, 2010)
a person's past experiences or present skills (Tuler et al., 2002)
personal priorities (Tuler et al., 2002)
an individual's environmental-spatial ethic (Tuler et al., 2002)
perceptions and opinions (Tippett et al., 2005)
people's willingness (Finkel & Muller, 1998; Klandermans, 1984; Simon et al., 1998; van Zomeren et al., 2004) / willingness to participate (Shindler & Neburka, 1997; Bentrup, 2001; Webler et al., 2001)
learning (McCool & Guthrie, 2001; Dalton, 2006)
<b>Attribution</b>
organizational inertia (all of which guide individual thought and behavior) (Hoffman, 2008)
consistency (Mahoney et al., 2003; Klein, 2001; Roper, 1978) / change and consistency (Reis et al., 1993) / commitment and clarity (Buchy & Hoverman, 2000) / the level of engagement and commitment of the participants (Dowling et al., 2004)
<b>Persuasion</b>
democracy in group (Frewer, 1999; Rowe et al., 2004) / a democratic management-unbiased (Cooper, 2002)
mobilization (Wandersman, 2009)
consensus-based interaction, critical self-reflection (developing right discourse) (Webler, 1995)
personal incentives (members need good reasons for joining and staying involved) (Wandersman, 2009)
reward and punishment (Hoffman, 2008)



**Table 2.9:** Factors affecting the participatory processes related to individual/society and cultural context (cont'd).

<b>Interpersonal relationship</b>
transfer of skills (Buchy & Hoverman, 2000; Dalton, 2006)
the care and feeding of participants (Shindler & Neburka, 1997; Webler et al., 2001)
equality between individuals (Guynn, 1997)
responsibility (Wabler et al., 2001; Dowling et al., 2004) / task and maintenance behaviors (Schulz et al., 2003; Webler et al., 2001) / responsibility of participants (McCool & Guthrie, 2001)
entering the community (participants from out of the local) (Hagmann, 1999)
relationship building (McCool & Guthrie, 2001)
constructive dialogue (Dalton, 2006; Webler et al., 2001) / skilled coordinators (Guynn, 1997)
trust (Schulz et al., 2003; Bentrup, 2001; Webler et al., 2001) / trust, reciprocity and respect between participants (Dowling et al., 2004) / trust and confidence to other stakeholders and decisions (Carnes et al., 1998)/ mutual trust (Pascaru, 2010) / trust (Bickerstaff, 2004) / confidence and trust (Tippett et al., 2005)
hidden agenda (Cooper, 2002)
fear of change, tradition of continuity, difficult changes in mentality (Pascaru, 2010)
<b>Social Dynamics</b>
positive social condition (Dalton, 2006)
common sense in the group (Shindler & Neburka, 1997; Webler et al., 2001)
sense of ownership/belonging to the group (Schulz et al., 2003)
a sense of belonging to the multi-party stakeholder group (Tippett et al., 2005)
a shared understanding of success (Buchy & Hoverman, 2000; Dowling et al., 2004; Schulz et al., 2003)
mutual trust and mutual understanding (Tippett et al., 2005)
how well the group works together (Schulz et al., 2003)
understanding public concerns (Carnes et al., 1998)
how well the group recognizing and addressing conflicts and problems (Schulz et al., 2003)
understanding (spatial and social) problems and associated actions (during the process) (Carnes et al., 1998) /identifying and prioritization of problems and needs (Hagmann, 1999)
understanding the connection between costs and benefits (Carnes et al., 1998; Frewer, 1999; Rowe et al., 2004; Cooper, 2002; Crosby et al., 1986; Beierle, 1999; Dalton, 2006) / cost-benefit ratio (Forster, 2000)
social roles (Matsuba et al., 2007)
group organizational structure (Hagmann, 1999) / internal structure and interaction (Hoffman, 2008) / the organizational capacity and efficacy of community groups (Lane, 2005)
participation orientation (whereby collective action activities are satisfying in and of themselves) (Turner & Killian, 1987)
the amount of time allocated to the process (Buchy et al., 2000) / the timing of the consultation (Buchy et al., 2000) / time and energy (Wandersman, 2009) / using the best available information (Mascarenhas et al., 2004) / reference timeframe (Pimbert, 2001) / insufficient provision of time and resources (Tippett et al., 2005)
social structure (Matsuba et al., 2007)
social capital (Campbell, 2000) / community capacity (Adamson, 2010) / human capital (Zimmerman, 2000)
social dynamics (Frewer, 1999; Rowe et al., 2004 )
maintenance communication and activities (recruiting members, building team spirit, developing new leaders and fund-raising make an organization strong) (Bickerstaff, 2004)

**Table 2.9:** Factors affecting the participatory processes related to individual/society and cultural context (cont'd).

<b>Culture</b>
individualism/collectivism (Enserink et al., 2007)
lack of interest in stimulating participation (Pascaru, 2010)
the lack of civic culture-civil society and democratic culture, (Denhardt, 2009) / lack of democratic practice (Pascaru, 2010)
role of NGOs (Kastens et al., 2008)
organizational culture and climate (Ardichvili, 2003)
ethical and civic values (Matsuba et al., 2007)
gender roles (Nayar, 1995; Reiter, 1975) / sex, social class, and urban-rural location (Dohrenwend, 1975) / masculinity (Enserink et al., 2007)
cultural mores (customs, traditions, etc.) (Douglas, 2006) / norms and standards (Ardichvili, 2003) / customs, rules and values (Mishra) / enhancing a search for common values and interests (Mascarenhas et al., 2004) / incorporating public values, assumptions, and preferences into decision making (Beierle, 1999) / representation of values, interests, and concern (Mascarenhas et al., 2004)
value orientation (an orientation toward the goals and the ideology of the movement) (Turner & Killian, 1987)
place and locality (Bickerstaff, 2004)
sex, social class, and urban-rural location (Dohrenwend, 1975)
linguistic issues (Mishra) / language and terminology (Hoffman, 2008)

To summarize, this part of the study categorized the factors affecting the participatory planning process into three groups as factors related to process, context and individual/society. Based on their commonalities and characteristics as factors affecting the participatory processes, which were discussed in the literature, individual (*beliefs, values, preferences*), communication, power, conflict, persuasion, attribution, interpersonal relationship, social dynamics, and culture are proposed as socio-psychological dimensions of participatory processes. This section of the theoretical framework chapter and the focus of the present study within this framework are summarized in Table 2.10. In the following section of this chapter, these sub-headings and theories and issues related to them in the area of socio-psychology will be introduced.

### **2.3 Socio-psychological Dimensions of Participatory Processes**

As we have seen, participatory planning process is activated by individuals and their interactions take place in a unique context. In the participatory process, individuals both from the context where the participatory process is conducted, and outside of this particular context, interact with each other. As a result of this interaction of one set of individuals with other individuals, in the specific process and context of a participatory activity, a mutual

social influence process occurred. Based on the realization of this social influence process, along with its procedural and contextual dimensions, we can also discern that specific socio-psychological dimensions are interplayed and have an effect on each other. In other words, in any participatory process, a sphere of social influence continues to function as a transformative force on all of the elements of the participatory planning process, be they the individuals/society, the context itself or the participatory process. Although it is apparent that social influence continues to transform a society within and without the participatory planning process, in the present study the focus on the social influence during the participatory process.

**Table 2.10:** Summary of the second section of the present study and the focus of the present study.

<b>Factor groups affecting the participatory planning</b>	<b>Dimension groups of participatory processes</b>	<b>Sub-headings of the factor groups</b>	<b>Focus of the research</b>
<b>Process</b>	Procedural dimensions	Process, Its products (Outputs and social & spatial outcomes)	Process
<b>Context</b>	Contextual Dimensions	<ul style="list-style-type: none"> <li>• Political</li> <li>• Economical</li> <li>• Institutional &amp; legal</li> <li>• Cultural</li> </ul>	<ul style="list-style-type: none"> <li>• Culture</li> </ul>
<b>Individual/society</b>	Psychological & Socio-psychological Dimensions	<ul style="list-style-type: none"> <li>• Individual (Personal characteristics, behaviors, emotions)</li> <li>• Communication</li> <li>• Power</li> <li>• Conflict</li> <li>• Persuasion</li> <li>• Attribution</li> <li>• Interpersonal relationship</li> <li>• Social dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Power</li> <li>• Conflict</li> <li>• Persuasion</li> <li>• Attribution</li> <li>• Interpersonal relationship</li> <li>• Social dynamics</li> </ul>

In this section of the theoretical framework, the field of social psychology and its relation to participatory planning will be identified and the various socio-psychological dimensions of participatory processes will be determined. This section of the theoretical framework will be introduced in three parts as: first, the area of social-psychology and its relation to the participatory planning approach; second, socio-psychological dimensions of the participatory

planning process as factors affecting the participatory planning process as individual/society and cultural-context; and third, theories and issues in relation to socio-psychological dimensions of participatory processes which are discussed in the social science literature to determine the pre-defined attributes of these dimensions.

In the first part of this section the area of social psychology and its relation with the participatory planning approach will be introduced. The reality of the social influence that runs alongside the participatory planning process will be introduced as a constitutive element. Social influence, one of the main research areas of social psychology, will be discussed in terms of its two main current research areas. These are referred to as the dynamic social impact theory and a structural approach to social influence. Based on this discussion, the relation between the field of social psychology to participation and participatory planning will be clarified.

In the second part of this section, the determined and categorized factors affecting the participatory process related to individual/society and cultural-context including communication, power, persuasion, attribution, interpersonal relationship, social dynamics, conflict and culture, will be categorized into sub-groups parallel to the main areas in socio-psychological study such as interactional and socio-cultural studies. Hence, communication, persuasion, power, interpersonal relationship will be discussed on the interactional level; social dynamics, conflict and culture will be considered as on the socio-cultural level.

In the third part of this section, socio-psychological dimensions as defined in this study, will be introduced along with the theories and issues in the social science literature that are related to the concept of participation and the participatory process. These theories and issues are selected due to their being considered as socio-psychological dimensions of the participatory process, as determined in the second section of this chapter. After introducing the socio-psychological theories and issues related to these dimensions on interactional and socio-cultural levels; issues related to these dimensions will be determined as the attributes of socio-psychological dimensions. This enables me, in accordance with the study design, to explore the perceived dimensions and attributes of participatory processes. My aim is to identify their hindering and/or enhancing effects on the participatory processes; I will analyze them as case studies, and then construct an empirical basis for my findings.

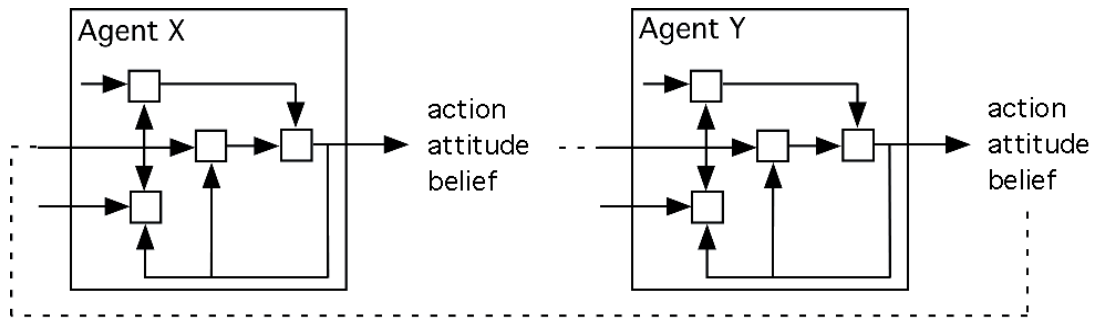
### **2.3.1 The field of social psychology and its relation with participatory planning approach**

The present study aimed to focus on socio-psychological dimensions and their effects on participatory processes by focusing on the individual/society and cultural-contextual factors among the other factors related to the main components of participatory processes. Therefore, in this part, the area of social psychology and its relation to participatory planning are introduced.

Social psychology strives to learn how individuals think or feel about, influence, or interact with real or imagined others (Dunn, 2008). Individuals are connected with other individuals within a society and so are affected by each other. However, individuals are not only affected by each other but also by situations, circumstances and customs that are composed of the socio-cultural context where social interaction takes place. As a result of this social interaction between individuals and real or imagined others, social influence is created, and social influence do not only affect social actors but also real or imagined whatever in interaction are affected from this process.

Participatory planning is an interactive process that is activated by individual participants and their interactions within a unique socio-cultural context. While some of these individuals are mostly expert planners and managers, some are local people who will be affected by the decisions and/or actions that will occur during and/or after the planning process. The result of these interactions, among not only individuals but also all components of a participatory process, we can say that throughout a participatory planning process that mutual social influence is continuously occurring.

Mutual social influence process, within the participatory process, affects the individual/society, the overall context and the process equally as the main components of participatory processes. As a result of the mutual influence process on the participatory process as well as individual/society and context are affected by each other and transformed. In other words, each component of a participatory process has transformative power on all of the other components of a participatory process. Although within the participatory planning literature it has not been previously discussed, the social influence should be seen as an essential element of the participatory planning process.



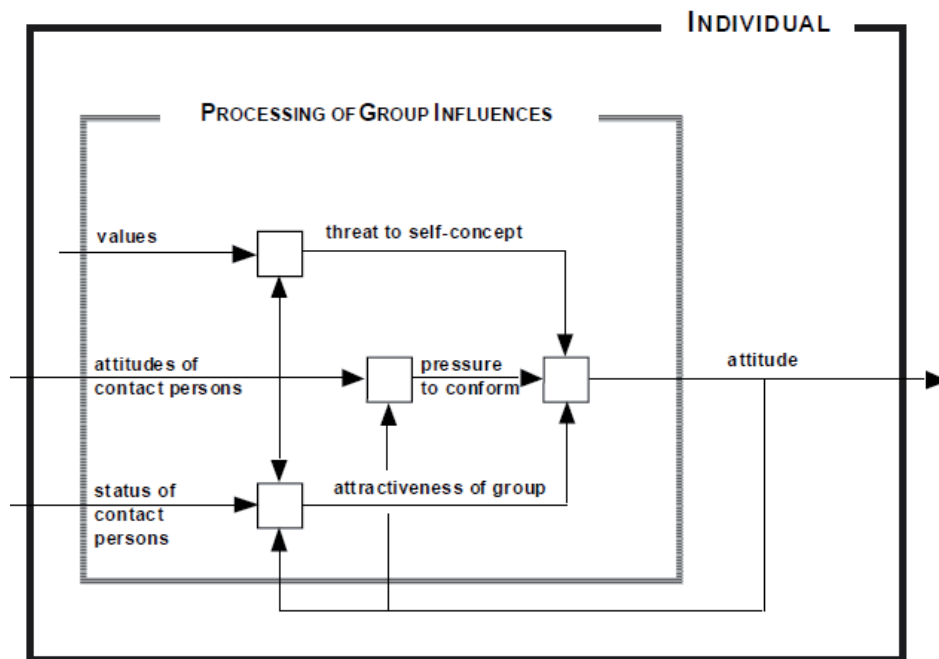
**Figure 2. 11** Social system with two agents (Mosler & Brucks et al., 2001: 4).

As one of the sub-areas of social psychology, social influence aims to understand its own nature and power, and it is seen as an elementary aspect of human societies (Dunn, 2008). People are influenced by real and imagined others and in turn influence the others. Individual attitudes towards social influence form the attitudes of groups and of larger societies. People are influenced by other people around them, they influence how others think, feel and act. The power of social influence is that it causes individuals to make real changes in their feelings and behaviors. These changes are realized as a result of interactions with others who may be an expert, or who may be perceived to be similar themselves. Social actors exchange information in the social influence processes, as it is shown in Figure 2.11.

Social influence can be defined as an invisible force that allows us to be persuaded by others to do some things and not others. It is clear that we affect other people's behavior, leading them toward performing some actions and away from others. In the area of social psychology, the study of social influence focuses on persuasion processes, attitude or belief change, and effects of group and group membership on behavior (Dunn, 2008).

As seen in Figure 2.12, Mosler & Brucks et al. (2001) reveal that each agent takes in information from the other and transmits to the other corresponding information. The process of mutual social influence can also be seen to occur during participatory processes, since social actors as participants apply their knowledge and skills through active interaction during a participatory process. As a result of these interactions between social actors, social influence occurs that can result in change of individual's thoughts, feelings, attitudes and/or behaviors. In terms of participatory planning, the unique socio-cultural context where the participatory process is conducted, the social actors directly affect the participatory process. This means that the social influence process affects the participatory process by creating changes in an individual's thoughts, feelings, attitudes, or behaviors that create changes

within the socio-cultural context. Therefore, as a main research area of the social psychology, the concept of social influence is of paramount importance within the participatory planning field.



**Figure 2.12** Representation of processing of group influences (Mosler & Brucks et al, 2001: 12).

As this introduction clarified the relation between social psychology and the realm of participatory planning, it is proposed that participatory planning process should be accepted as a social influence process; one that is formed by the transformative powers of the components of the participatory process in relation to the individual/society, the context and the process itself. In this next part of the study, to clarify the social influence process, I introduce the different research areas of the social influence in the literature of social psychology. As two main current research areas of social influence that are related to the context of the thesis study, dynamic social impact theory and a structural approach to social influence will be discussed below.

As one of the more current research areas of social influence, I will present social impact theory. Social impact theory, as also known as dynamic social impact theory, was developed primarily by Latané (1981) and forms the basis for an active line of inquiry. Social impact

refers to any of a number of changes. These changes may occur in an individual due to the presence or action of others, real or imagined. According to the famous definition, offered by Latané (1981:343), social impact is: *“any of the great variety of changes in physiological states and subjective feelings, motives and emotions, cognitions and beliefs, values and behavior, that occur in an individual, human or animal, as a result of the real, implied, or imagined presence or actions of other individual.”* Latané’s definition helps to explain the phenomenon of social influence and reveals its relation to the participatory planning process as an interactive social process.

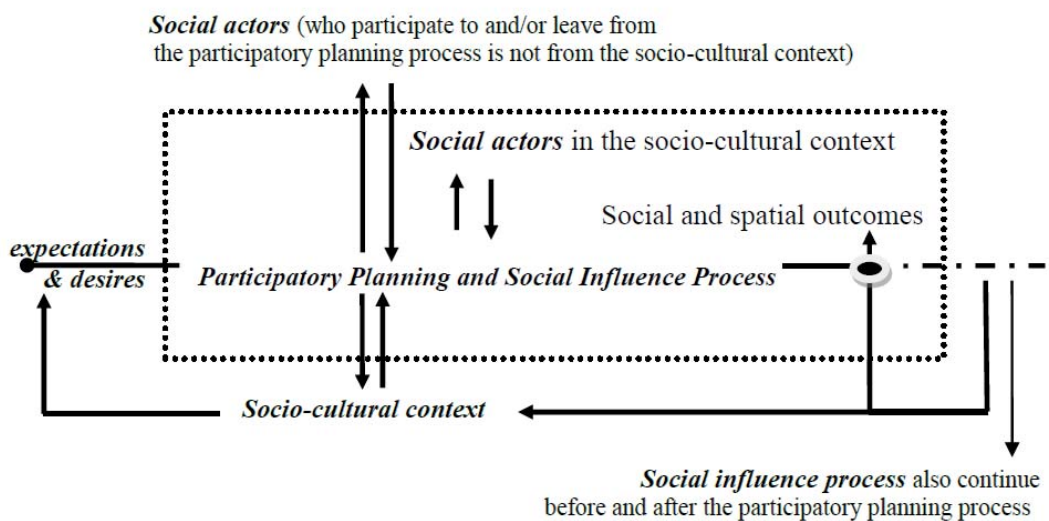
According to dynamic social impact theory (Latané, 1981; Schaller & Latané, 1996), social structure is the result of individuals influencing each other in a dynamic and iterative way. Derived from Latané’s social impact theory, dynamic social impact theory accepts society as a self-organizing complex system in which individuals interact and impact each others’ beliefs. Within the social influence process, the likelihood of being influenced by someone nearby produces localized cultures of beliefs within communication networks. This process is one of the effects that make each local context unique in terms of its socio-cultural dynamics.

Second, the structural approach to social influence examines the interpersonal influence that occurs within a larger network of influences, which is also known as social influence network theory. Based on this approach, attitudes and opinions of individuals are reflections of the attitudes and opinions of their referent others in the larger network. Social influence is accepted as a process, through which a group of actors weigh and then integrate the opinions of significant others within the context of social structural constraints. Within this context the structure determines the initial positions of group members and the network and weight of interpersonal influences within the group. Interpersonal influence is a basis of individuals’ socialization and identity (Friedkin, 1993, 2001). According to Friedkin (1998), actors start out with their own initial opinions on some matter, but at each stage form a norm opinion, which is a weighted average of the other opinions in the group. Then actors modify their own opinion in response to this norm, forming a new opinion, which is a weighted average of their initial opinion and the network norm (Friedkin, 2001; Friedkin, 1993). Therefore a structural approach to social influence could be used to explain the decisions of participants to participate in participatory processes and their decision-making moments in participatory processes.



In addition to these social influence theories, Mosler & Brucks (2001) discuss the internal and external conditions, which change the social influence processes by designing a basic model of an individual. External input variables are defined as “*the influences that are exerted on a person from the outside and are perceived by that person in some form*” (Mosler & Bruck, 2001: 8), and discussed in terms of their use, attitude, persuasiveness, status, situational factors and incentives, and state of resource as external input variables. Additionally, internal input variables are defined as variables that “*have an effect on simulated psychological processes ‘from the inside’*” (Mosler & Bruck, 2001: 9), and values, knowledge, self-responsibility and motives are discussed as internal input variables. External and internal inputs variables are the factors affecting the social influence process. As a mutual social influence process, these external and internal factors also affect participatory planning processes.

As previously discussed, the social influence theories also reveal that social influence is a process resulting from interaction between individuals, both real and imagined. Therefore, a social influence process not only changes the individuals involved in an interaction but everything, real or imagined, within that interaction. Therefore, in terms of the participatory planning process, social influence not only affects the individual/society and context where participatory planning takes place, but also the participatory planning process. The social influence process as part of the participatory planning process and its main components could be conceptualized as in Figure 2.13.



**Figure 2.13** Participatory planning and social influence process.

After clarifying the relation between the field of social psychology and participatory processes by discussing the participatory process as a social influence process, to explore the hindering and enhancing socio-psychological dimensions of participatory processes in the Turkish context, the socio-psychological dimensions of the participatory processes should be determined. To define the socio-psychological dimensions of participatory processes based on the findings of the second section of this chapter, I will determine the socio-psychological dimensions of participatory processes in the following part.

### **2.3.2 Socio-psychological dimensions of the participatory processes as factors affecting the participatory process related to individual/society and cultural-context**

In this part, my aim is clearly identify the socio-psychological dimensions of participatory processes and categorize these dimensions according to different levels of definition in the field of social psychology. The socio-psychological dimensions will be defined in relation to the factors affecting the participatory planning process related to individual/society and cultural context, which were determined in the second section of this chapter (Table 2.11). These factor groups are the individual, communication, power, conflict, persuasion, attribution, interpersonal relationship, culture and social dynamics. In this part, I will review these factor groups in terms of their relation to the applicable socio-psychological dimensions of participatory planning processes.

In the field of social psychology, explanations were made mainly in the two interrelated levels of the interactional and the socio-cultural. The explanations at these two levels are also related to the explanations of the field of psychology at individual level. These three levels are exactly the same as Habermas (1994) defines the different levels that should be discussed to understand the construction of reality. As previously discussed, Habermas argues that the construction of reality is influenced by individuals, the interaction of individuals and by the broader context in which it is constructed. In the present study, the socio-psychological dimensions are categorized based on these levels. However, since a research that focuses on the individual level needs a broader psychological knowledge and deeper analytical explanations, the focal point of the present study will be restricted to the two levels within the context of social psychology, the interactional and socio-cultural levels.

In the field of social psychology, while the interactional level concentrates theories in which people interpret one another's actions; the socio-cultural level focuses on group/society and

culture. Although in the present study, socio-psychological dimensions are determined according to the factors affecting the participatory processes related to individual/society and socio-cultural context, the theme of socio-psychological dimensions within the context of participatory processes at first glance suggests a straightforward analysis of macro socio-cultural context. This is because the contextual differences are also emphasized within the participation literature. As previously discussed, social actors and interactions among them activates the participatory process and they affect not only the participatory process but also other individuals and the socio-cultural context where the participatory process is conducted. When discussing the socio-psychological dimensions of the participatory process, it is also necessary to analyze interactional dynamics as events that occur in a micro-context, and the relationship between the macro socio-cultural context and the micro-context. Interactions during the participatory planning process can be assumed to be a part of a micro-context. The micro-context is defined as “*the immediate interactional setting where face-to-face interactions take place*” (Abreu, 2000: 2), and the macro-context is described as “*non-immediate interactional settings*” (Abreu, 2000: 2). Meanwhile, macro context is defined by Minick (1985: 257) as “*the broader socio-cultural systems*” and by Wertsch et al. (1993) “*broader socio-cultural milieu*” (cited in Abreu, 2000: 2). The dynamic nature of contexts has to be emphasized, in the body of the present study; context is accepted as continually reconstructed in the course of evolving actions and interactions, rather than static. Therefore, the relation between interactional level as micro-context, and socio-cultural level as macro-context, is not a one-way process. There is a reflexive mutual relation, which is called as mutual social influence in the present study, between the interactional and socio-cultural context, which also affects the participatory process. Even though it is not undertaken in the frame of this study, the individual level also affects and is affected by the dynamics at interactional and socio-cultural levels.

Based upon these descriptions, factors affecting the participatory process related to individual/society and cultural context, as defined in the literature, can divided be into interactional and socio-cultural levels. According to that; communication, persuasion, attribution, power and interpersonal relationship could be categorized as on the interactional level; while social dynamics, conflict and culture dimensions could be categorized as on the socio-cultural level.

Therefore, the socio-psychological dimensions of communication, persuasion, attribution, power, interpersonal relationship, social dynamics, conflict and culture at interactional and

socio-cultural levels are the focus of the present study. Based upon the determination of the dimensions, in the following part, the theories and issues from the literature of social science, which are related the socio-psychological dimensions of participatory processes, will be introduced.

### **2.3.3 Theories and issues related to socio-psychological dimensions of participatory processes**

Here, the theories and issues related to socio-psychological dimensions of participatory processes including communication, power, persuasion, interpersonal relationship, attribution, conflict, social dynamics and culture will be presented on the two different levels of interactional and social. By determining the attributes of the socio-psychological dimensions, I will be more able to explore the perceived attribute of the dimensions of participatory processes and their hindering and/or enhancing effects on participatory processes in the Turkish context.

#### **2.3.3.1 Socio-psychological dimensions of participatory processes at interactional level**

In this part, I will present communication, power, attribution, persuasion and interpersonal relationship as the socio-psychological dimensions of participatory processes at the interactional level, and theories and issues related to these dimensions. From the perspective of social psychology, discussions at interactional level concentrate on things that happen between people and mainly focus on the concept of communication. Communication is discussed as a dimension that forms the basis of other interactional dimensions that is based on what Habermas developed his communicative theory and on the participatory planning as discussed in the present study. Although communication is discussed as the basis of all the other dimensions at the interactional level, all of the dimensions are interrelated with each other. For instance, while communication plays a role in the formation of interpersonal relationship, the types of relationships influence the type of power. In addition to communication, interpersonal relationship and power also affect persuasion as a dimension of participatory processes. In the following parts, the socio-psychological dimensions will be discussed one by one to define the attributes of socio-psychological dimensions of participatory processes. While communication, attribution and persuasion dimensions at the interactional level will be discussed with reference to participatory planning approach based on Habermas's communicative rationality, power will be discussed as a basic concept, which

is used to criticize the participatory planning approach based on Habermas's communicative rationality by Foucauldian literature, and the interpersonal relationship will be discussed to cover the other interactional issues that could affect participatory processes. Therefore, this discussion will be conducted in terms of the dominant theories and issues in the social science literature, regardless of whether the issues were previously discussed or not in our review of the participation literature.

#### **2.3.3.1.1 Communication**

Communication, as generally defined, is the exchange of thoughts and information through speech, visuals, signals, writing or behavior. According to Terry (1997), communication based on Habermas's studies, is "*a means to reach agreement through informed discourse in a revitalized sphere of public debate.*" For the present study, communication has a special importance since participatory planning approaches are mostly discussed in terms of Habermas's communicative rationality. The participatory process can therefore be seen to be rooted in communicative rationality, along with assumptions that the process is subject to the building of consensus and creation of the ideal speech situation. Building consensus requires effective communication between the social actors as participants in the process. It refers to the effort expended by participants to understand the point of the other social actors' views and hence the utilization of each individual participant's knowledge resources. During participatory processes, social actors learn about each other and the process through communication, and so interaction is achieved. This means that social actors recognize the other social actors with whom they interact with during the process, and thereby learn about the issues or problems to be addressed by the process through communication. During participatory processes, decisions are made and consensus is built through communication.

The issues related to communication discussed in the participation literature as factors affecting the participatory planning process are shown in Table 2.11. A review of the literature has highlighted that continuity and means of communication are factors affecting participatory processes related to the communication dimension. In addition to the attributes clarified from the literature on participation, social-psychology literature should be reviewed so as to broaden the exploration of perceived communication attributes. Therefore, in this part of the study, the socio-psychological issues and theories related to communication are introduced in relation to the concept of participation and the participatory process.

**Table 2.11:** The sub-issues of communication discussed in the participation and the social-psychology literature.

<b>Communication as a socio-psychological dimension of participatory process</b>	
<b>Pre-defined attributes of communication</b>	<b>Issues discussed in participation literature</b>
<b>Communication</b>	Communication (Schulz et al., 2003; Shindler & Neburka, 1997; Bickerstaff, 2004) Constructive dialogue (Dalton, 2006; Webler et al., 2001) Multi-way communication (Webler, 1995)
<b>Continuity of communication</b>	Maintenance activities, communication (recruiting members, building team spirit, developing new leaders and fund-raising make an organization strong) (Bickerstaff, 2004)
<b>The focus of communication</b>	has not been discussed in the participation literature
<b>Body language</b>	has not been discussed in the participation literature

In social science literature, Bateson (1972) argues that communication could be characterized within the continuity of communication and the focus of the communication. The continuity of communication, as one of the attributes determined within participation literature, is an important issue in participatory processes in that it provides for the sustainability of the process. In a participatory process, if participants are unable to follow the process step by step, then they should be informed of all of the decisions and actions if continuity of communication is to be ensured, since in participatory processes social actors may desire to learn what was discussed or decided upon in earlier meetings. The continuity of communication is important to provide the development of “sense of ownership” during the process. Accordingly, the continuity of communication has been determined as one of the pre-defined socio-psychological attributes in the communication dimension.

Second, Bateson (1972) argues the importance of “on what communication is conducted,” the two categories are determined to be communications about relationships and communications about things. The distinction between these two categories of communication may be likened to the distinction between emotions and reason. For instance, relationships are a matter of emotions, while things are a matter of intellect and reason. In terms of participatory planning processes, this argument refers to the focus of communication, which will be discussed in the process. In previously mentioned literature, two main focal points of communication are introduced, but whether it is the emotional or intellectual focus that attracts more interest depends on the individuals taking part in the process. However, it is of primary importance to provide a focal point for participants during

the process to help them decide upon the issues to be discussed during the process. As in the case of continuity of communication, focus of communication also affects the sense of ownership during the process, increasing the desire of the individual to participate and influencing their level of activity throughout.

Third, the issue of body language in the communication dimension has also been derived from social science literature. It is commonly argued that human beings communicate far more effectively and reliably through non-verbal signals than through verbal signals and words (Hinde, 1972). Since body language and tone-of-voice are semi-voluntary, they are more trusted indicators of a relationship than words. All socio-psychological explanations reveal the importance of body language in communication, and so also in participatory processes, in which the influence of body language has to date been passed over in the participation literature. Body language has been determined to be an aspect of communication in this study since it is an important factor affecting communication, and in turn influences interactions among individuals.

The issues that are discussed in the social science literature as related to communication and discussions in the participation literature are categorized in Table 2.11. Based on the findings of a review of participation and social science literature, continuity of communication, emotional and rational communication, and body language have been determined as the pre-defined attributes of communication as a socio-psychological dimension of participatory processes.

#### **2.3.3.1.2 Attribution**

The second socio-psychological dimension that exists at an interactional level as determined from participation literature is attribution. Attribution is a mental explanation that points to the cause of a person's behavior and plays a role in the formation and evolution of interpersonal relationship (Kelley, 1973). Attribution focuses on how people draw inferences from one another's behavior during their interactions. In other words, attribution explains the reasons for individual behaviors, which have special importance for the present study. In the present study, the participatory planning approach was discussed and accepted as based on Habermas's communicative rationality, which assumes the building of consensus in the participatory process. In the case of participatory processes, attribution dimension and its



attributes could explain the behavior and tendencies of individuals during the consensus building processes and their attitudinal changes.

In the participation literature, the issues discussed as factors affecting the participatory planning process related to attribution can be seen in Table 2.12. Discussions of attribution in the literature are not as common as those focusing on communication and power; however it constitutes another important socio-psychological dimension of participatory processes. A review of references to attribution in the participation literature uses such terms as consistency and inconsistency, commitment and clarity, responsibility and critical self-reflection to refer to the factors affecting participatory processes within the attribution dimension. In addition to defining attributes in the participation literature, social science literature should be reviewed in order to further classify the previously defined attributes, which will then be used to explore the perceived attribution attributes in more detail. Therefore, in this part of the study, the issues and theories related to attribution are introduced in a relation to the concept of participation and the participatory process.

First, in the literature it is commonly accepted that the origin of attribution theory is based on a study by Fritz Heider (1958), which proposed the two basic types of attribution as internal attribution and external attribution. Internal or personal attribution identify the causes of a person's behavior as being internal to the person performing the behavior; whereas the external, or situational, attribution ascribes the person's behavior to factors residing in the situation, the environment or preceding events (Heider, 1958).

**Table 2.12:** The sub-issues of attribution discussed in the participation and the social-psychology literature.

<b>Attribution as a socio-psychological dimension of participatory process</b>	
<b>Pre-defined attributes of attribution</b>	<b>Issues discussed in participation literature</b>
<b>Internal-personal attribution</b>	has not been discussed in the participation literature
<b>External-situational attribution</b>	Organizational inertia (all of which guide individual thought and behavior) (Hoffman, 2008)
<b>Consistency and its effects on other individuals &amp; process</b>	Consistency (Mahoney et al., 2003; Klein 2001; Roper, 1978) /change and consistency (Reis et al., 1993) Commitment and clarity (Buchy & Hoverman, 2000) / the level of engagement and commitment of the participants (Dowling et al., 2004)/ responsibility (Webler et al., 2001; McCool & Guthrie, 2001)



Second, based on the attribution theory of Heider (1958), Kelley (1973) proposed a way to decide whether to attribute a particular action by an individual to personal or situational factors. To decide, according to Kelley (1973), people use three types of information: consensus; distinctiveness; and consistency. Kelley goes on to define consensus and distinctiveness as external/situational attribution and consistency as internal/personal attribution. As an internal attribution, consistency can be explained as a circumstance wherein the individual acts in a similar way in other circumstances or at other times. In such a circumstance the individual acts not based on the effects of external factors but with the effects of individual factors. Distinctiveness, as an external attribution, is described as a situation where the individual only behaves in a certain way toward a particular person or target. In such a situation, the cause of the individual behavior lies within the target, not the individual himself/herself. Lastly, consensus, also as an external attribution, is defined as a situation where many people behave in the same manner under similar circumstances, thus people are likely to attribute the individual behavior to external factors. As in the case of distinctiveness, in such a situation people concluded that the reason for individual behavior is brought about by external rather than internal factors. In short, the behavior of an individual is determined by other people, which is an external effect, or by internal factors, which affect the consistency of the individual from the other's point of view, which could be the reason for the other individuals' consistency or inconsistency.

The issues that are discussed in the field of social psychology related to attribution and discussions in the participation literature are categorized in Table 2.12. Based on the findings in a review of participation and social psychology literature, the effects of internal attribution; the effects of external attribution and consistency; and consistency's effects on individuals; and the participatory process have been determined as the pre-defined attributes of attribution as the socio-psychological dimension of participatory processes.

#### **2.3.3.1.3 Persuasion**

Persuasion is a deliberate attempt by people to change the attitudes of others, and for the present study, like the communication and attribution dimensions, persuasion has special significance. In the present study a participatory planning approach was discussed and accepted based on the Habermas's communicative rationality, which was developed on the assumption that the building of consensus is an ideal in the participatory process and provides for its continuity, requires a process of persuasion among the social actors as

participants of the participatory process. As a basis of any participatory processes there should be a persuasion process, which includes consensus and action mobilization as previously presented. Consensus could be build upon persuasion but the sustainability of consensus depends on the type of persuasion. During the participatory planning process, consensus is built with or without concession, which should be maintained throughout the process. Consensus building and maintenance of a consensus therefore depend on persuasion.

The issues related to persuasion that are discussed in the participation are illustrated in Table 2.13. Although persuasion has not been the subject of as much discussion as communication or power, it remains as one of the most important socio-psychological dimensions of participatory practices in that all participatory processes involve a persuasion process, at the end of which intersubjectively established decisions are reached. During participatory processes, social actors take a persuasive position in order to get their point across.

A review of the topic of persuasion in participation literature raises such matters as persuasion by means of reward and punishment, consensus-based interaction and mobilization; persuasion as a personal incentive; and the environment of persuasion as a democracy in a group all of which affect the participatory processes within the context of the persuasion dimension. In addition to the attributes clarified from the participation literature, social science literature should be reviewed to determine the previously defined persuasion attributes, or classified as issues related to persuasion in the participation literature. Therefore, in this part of the study, the socio-psychological issues and theories related to persuasion are introduced in a relation to the concept of participation and the participatory process.

In the literature, as a basis of consensus building and providing for its continuity, the possible success of the persuasion attempt as previously discussed depends on the type of the persuasion. In line with this, Petty & Capioppo (1983; 1986) proposed the “elaboration likelihood model,” through which they argued that central and the peripheral as the two basic ways of persuasion. While the “central way” is realized when people carefully consider the content and rationale of the persuasion issue; the “peripheral way” is realized when persuasion does not depend on the persuasion issue but depends on other factors such as reward and punishment. Through both persuasion ways consensus could be build. However, as discussed by Petty & Capioppo (1986), persuasion through the central way could create

long-term attitude change. In other words, in the case of participatory processes, while the central way of persuasion could provide the continuity of consensus, the peripheral way could not.

**Table 2.13:** The sub-issues of persuasion discussed in the participation and the social-psychology literature.

<b>Persuasion as a socio-psychological dimension of participatory process</b>	
<b>Pre-defined attributes of persuasion</b>	<b>Issues discussed in participation literature</b>
<b>The central persuasion</b>	Mobilization (Wandersman, 2009) Consensus-based interaction, critical self-reflection (developing right discourse) (Webler, 1995) Personal incentives (members need good reasons for joining and staying involved) (Wandersman, 2009)
<b>The peripheral persuasion</b>	Reward and punishment (Hoffman, 2008) Democracy in group (Frewer, 1999; Rowe et al., 2004 ) / a democratic management-unbiased (Cooper, 2002)

In terms of participatory planning practices, the persuasion issue should be examined to clarify how do individuals (all kinds of individuals as stakeholders, governors, planners) in the participatory planning process attempt to persuade each other. The way that is used to persuade the actors has vital importance since it determines whether consensus will be maintained or not. The issues that are discussed in the area of social psychology related to persuasion and discussions in the participation literature are categorized in Table 2.13. Based on the findings in the review of participation and social psychology literature, the central and peripheral ways to persuasion have been determined as the pre-defined attributes of the persuasion dimension and as a socio-psychological dimension of participatory processes.

#### **2.3.3.1.4 Power**

Power, as famously defined by Dahl (1957), is described as “*A has power over B to the extent that he can get B to do something that B would not otherwise do.*” For the present study, power has a particular significance since it is one of the main concepts on which chiefly Foucauldian literature criticizes as a tenant of Habermas’s communicative rationality, and the participatory planning approach based on communicative rationality. Based upon the theoretical discussion on power, the effect of power on the participatory process will be

determined by means of empirical studies; and based on these studies, the effects of power on the participatory process will be explored in the Turkish context. In this part of the study, power as well as issues and theories related to power in the field of social psychology will be introduced in a relation with the concept of participation and the participatory process.

The issues related to power discussed in the participation literature are illustrated in Table 2.14. In the participation literature, power has been the subject of as much discussion as communication, and it is one of the most important socio-psychological dimensions of participatory processes. In the review of participation literature, power, power and equity, power equality, power relations and different uses of power, including reward and punishment, manipulation, diverse control and organizational inertia are referred to as the issues within the power dimension. In addition to the attributes as recognized by the participation literature, social science literature should be reviewed so as to determine the previously defined power attributes which will then be used to explore perceived power attributes and also categorize the issues related to the power dimension.

French and Raven (1968) developed a typology of power based on the idea that an individual, group or society could use power in order to influence individual acts. French and Raven's power typology reveals that power can take many different forms including reward, punishment, legitimate power, expert power and referent power. Reward power refers to the ability to influence others' behavior by offering favors or money, etc., as opposed to punishment power, which entails the ability to exert influence through the threat of unpleasant consequences. A third type of power, legitimate power, refers to influence grounded in shared social norms such as the power of religious Figure to command obedience, even in the absence of reward or punishment. One of the most common power types in the planning area, expert power, which is commonly based on the expertise regarding the related subject. Referent power refers to the influence rooted in interpersonal relationship, emotional attachments or personal charisma (French & Raven, 1968). In addition to types of power determined by French & Raven (1968), there are other power types.

As stated by Weiten (2007) much contemporary psychological research has been focused on the phenomenon of conformity, which refers to the notion that a group may exert power over an individual just because it is a group. Conformity is a process in which an individual shapes his or her behavior to make it consistent with the norms of the group (Weiten, 2007).

Power could also act to shape people’s desires and attitudes and that is the most compelling forms of power since during power use, even individuals may not be aware of using such power (Bachrach & Baratz, 1962), which could be called as hidden power.

**Table 2.14:** The sub-issues of power discussed in the participation and the social-psychology literature.

<b>Power as a socio-psychological dimension of participatory process</b>	
<b>Pre-defined attributes of power</b>	<b>Issues discussed in participation literature</b>
<b>Type of power</b>	Rewards and punishment (Hoffman, 2008) Power and equity (Bickerstaff, 2004) / power distance (Enserink et al., 2007) equal power (Webler et al., 2001; Schulz et al., 2003) / manipulation (Dalton, 2006) / equality (Crosby et al., 1986; Duffy, 1991; Guynn, 1997) power relations / democracy in group (Frewer, 1999; Rowe et al., 2004 ) / a democratic management-unbiased (Cooper, 2002) / equality (Guynn, 1997)
<b>Hidden power</b>	Diverse control (Wandersman, 2009) Power orientation (an orientation toward acquiring and exerting influence) (Turner & Killian, 1987)
<b>Conformity</b>	Organizational inertia (all of which guide individual thought and behavior) (Hoffman, 2008)

The issues that are discussed in the social science literature related to power and discussions in the participation literature are categorized in Table 2.14. Based on the findings of a review of participation and social psychology literature, different types of power such as reward, punishment, legitimate power as social norms, emotional power, hidden power and conformity have been determined as the pre-defined attributes of the power dimension in the socio-psychological dimension of participatory processes.

### **2.3.3.1.5 Interpersonal relationship**

Relationship is a product of double-description, which enables us to begin to think of the two parties taking part in the interaction (Bateson, 1979). So far, other interactional socio-psychological dimensions were discussed with reference to the concepts of Habermas’s communicative rationality, participatory planning based on Habermas’s theory and power as the concept used to criticize participatory planning based on Habermas’s theory. The interpersonal relationship dimension is important to this study and enables us to discuss other

socio-psychological attributes at the interactional level. Therefore, in this part of the study, relationship and issues as well as theories related to relationships will be introduced.

The relationship dimension plays a role on attribution, persuasion, power using and communication among individuals during the participatory processes; in addition to these dimensions, it is affected by psychological dimensions. The issues related to interpersonal relationship discussed in the participation literature as factors affecting the participatory planning process are shown in Table 2.15. In the participation literature, trust as an attribute of the interpersonal relationship dimension has been the subject of as much discussion as communication, and it is one of the most important socio-psychological dimensions of participatory processes.

A review of the dimension of interpersonal relationship in the participation literature is discussed in the context as involving the care and feeling of participants, constructive dialogue, hidden agenda and trust; as well as issues related to new relations, such as fear of change, entering the community and relationship building are revealed as factors affecting participatory processes within the context of the relationship dimension. In addition to the attributes cited in the participation literature, social-psychology literature should be reviewed so as to determine the previously defined interpersonal relationship attributes, which will then be used to explore perceived relationship attributes and also categorize as issues related to the relationship dimension. Therefore, in this part of the study, the socio-psychological issues and theories related to relationship are introduced in a relation to the concept of participation and the participatory process.

Trust is the most discussed socio-psychological dynamic in the participation literature, perhaps because during the participatory process, there are not only local people living where a participatory process is conducted, but also social actors from outside of the local context. That means the population of a given local context did not know the participants from outside, such as planners, process designer and other experts. In this context of the participatory planning processes, trust between actors of the process who have different interests, have serious significance. In the literature, there are different definitions of trust; based on one approach, trust is the outcome of personal probability calculation of risk that involves evaluating the other in terms of his/her trustworthiness (Sucker, 1987), another approach is that the concept of trust as a form of risk assessment is misleading (Giddens, 1990). Giddens (1990: 33) discusses trust without any prejudices as “*all trust is in a certain*

*sense blind trust,*” and similarly, Anheier & Kendall (2000: 8) discuss “*trust is socially embedded*” and emerges as a symmetrical pattern of interaction. Although there are different trust definitions and conceptualization, in the participatory processes trust plays an important role in determining the types of influence they are able to exert over one another and the type of relationships that exist among people.

In relation to trust, the possibility of a hidden agenda should be discussed as an attribute of the relationship dimension. A participatory process without trust could create suspicion of a “hidden agenda,” which should be one of the issues discussed as a socio-psychological dynamic in the participation literature. Also related to the power dimension, a hidden agenda could be defined as keeping certain items off the agenda so that the occasion for others to exert their influence never arises. The possibility of a hidden agenda is one of the important issues related to both trust as interpersonal relationship attribute and power in the participatory process.

Relationships could be categorized as symmetrical and complementary relationship. According to Bateson (1972), if the behavior of two individuals is regarded as a similar, there is a symmetrical relationship between them. In such relationships, individuals simulate the given behavior by the other, which can be exemplified with friendship. In complementary relationships despite that the behaviors of two individuals are dissimilar, they mutually fit together. In such a relationship the behaviors are linked so that more of one’ behavior stimulates more behavior in the other (Bateson, 1972). Complementary relationships could be exemplified as a dominance-submission relationship. For participatory processes, symmetrical and complementary relationships can be discussed in order to examine the effects of friendships, as a complementary relationship, and a dominance-submission relationship, as a symmetrical relationship, on participatory processes.

In addition to the types of relationship, to discuss the change in a relationship pattern is also important for the present study. Since participatory processes are defined as social influence processes, and the influence of the process on a relationship could be explored by examining the change in a relationship. Although, interpersonal relationship change over time based on our everyday experiences, they are sometimes extremely resistant to change. Depending on the relationship’s propensity to change and/or resistance to change, Bateson (1972) categorized relationships into three groups: “habitual;” “self-amplifying;” and “self-validating.” Since categorizing relationships needs a deeper psychological analysis, within



the context of the present study, for participatory processes, changes in a relationship and its opposite, resistances to change in a relationship and habit forming effects of relationship and their effects on participatory processes should be explored. The explanation of the pattern of interactions, along with its tendency to change or resistance, also refers to trust, which is determined as one of the attributes of the interpersonal relationship dimension.

**Table 2.15:** The sub-issues of interpersonal relationship discussed in the participation and the social-psychology literature.

<b>Interpersonal relationship as a socio-psychological dimension of participatory process</b>	
<b>Pre-defined attributes of interpersonal relationship</b>	<b>Issues discussed in participation literature</b>
<b>Trust</b>	Trust (Schulz et al., 2003; Bentrup, 2001; Webler et al., 2001) / trust, reciprocity and respect between participants (Dowling et al., 2004) / trust and confidence to other stakeholders and decisions (Carnes et al., 1998) / mutual trust (Pascaru, 2010) / trust (Bickerstaff, 2004) / confidence and trust (Tippett et al., 2005)
<b>Hidden agenda</b>	Hidden agenda (Cooper, 2002)
<b>Relationships</b> (Symmetrical, Complementary)	Equality between individuals (Gynn, 1997) The care and feeding of participants (Shindler & Neburka, 1997; Webler et al., 2001) Transfer of skills (Buchy & Hoverman, 2000; Dalton, 2006) Responsibility (Webler et al., 2001; Dowling et al. 2004) / task and maintenance behaviors (Schulz et al., 2003; Webler et al., 2001) / responsibility of participants (McCool & Guthrie, 2001)
<b>Change in relationship</b>	Entering the community (participants from out of the local) (Hagmann, 1999) Relationship building (McCool & Guthrie, 2001)
<b>Resistance to change</b>	Fear of change, tradition of continuity, difficult changes in mentality (Pascaru, 2010)
<b>Habit-forming effects</b>	has not been discussed in the participation literature

The issues that are discussed in the area of social psychology related to relationships and discussions in the participation literature are categorized in Table 2.15. Based on the findings in a review of participation and social psychology literature, trust, hidden agenda, friendships, dominance and submission, competitive relationship, habit forming effects of the relationship developed within the participatory process, and resistance to change have been determined as the pre-defined attributes of interpersonal relationship within the socio-psychological dimension of participatory processes.



In the present study the socio-psychological dimensions of participatory processes are discussed at interactional and socio-cultural levels. Up to now, communication, attribution, persuasion, power and interpersonal relationship have been discussed and their attributes determined. Using the pre-defined attributes, this study intends to explore the perceived attributes of dimensions of participatory processes and their hindering and enhancing effects on the case study of participatory processes. In the following part, the socio-psychological dimensions of participatory processes at the socio-cultural level will be discussed and their attributes identified in the literature.

### **2.3.3.2 Socio-psychological dimensions of participatory processes at the socio-cultural level**

In this part, I will present conflict, culture and social dynamics as the socio-psychological dimensions of participatory processes at the socio-cultural level, as well as theories and issues related to these dimensions. In the field of social psychology, discussions at the socio-cultural level focus on social dynamics and culture along with their effects on people's attitudes and decisions; in the present study the effects of these dimensions and their attributes on the participatory processes will be observed. In the following parts, the socio-psychological dimensions at the socio-cultural level will be discussed one by one, so as to define the attributes of socio-psychological dimensions of participatory processes. Among the determined dimensions at the socio-cultural level: conflict will be discussed as a basic concept which is used to criticize the participatory planning approach based on Habermas's communicative rationality by Mouffe and her follower; culture as the emergent property of the dynamics between and within large groups of people; and social dynamics will be discussed to cover the other social issues which could affect the participatory processes. Therefore, the discussion will be conducted based on the theories and issues in the area of social psychology, no matter if these issues were discussed or not in the participation literature. In the following parts, the socio-psychological dimensions will be individually discussed so as to further define the attributes of socio-psychological dimensions of participatory processes.

#### **2.3.3.2.1 Conflict**

Conflict, as the first socio-psychological dimension at the social cultural level, has a special importance since it is one of the main concepts on which Mouffe and her followers primarily

criticize Habermas’s communicative rationality, and the participatory planning approach based on communicative rationality. The conflict discussions are mainly built upon Mouffe’s agonistic pluralism in the participation literature. As mentioned in the first section of this chapter, instead of Habermas’s concept of consensus, Mouffe proposes a concept as conflictual consensus through the criticism of Habermas’s concept for being too optimistic about consensus building. Based upon the theoretical discussion on conflict, the effect of conflict on the participatory process will be explored with empirical studies in the Turkish context. In this part of the study, conflict and issues and theories related to conflict in the area of social psychology will be introduced.

The issues related to conflict discussed in the participation literature as factors affecting the participatory planning process are shown in Table 2.16. In the participation literature, conflict has been the subject of as much discussion as power, and it is one of the most important socio-psychological dimensions of participatory processes theoretically. In the review of the participation literature, conflict, group-based anger, political membership and communities’ political divisions, win-lose decision process and the mythical fixed-pie bias are referred to as the factors affecting the participatory processes within the conflict dimension. In addition to the attributes gleaned from the participation literature, social-psychology literature should be reviewed so as to determine the previously defined conflict attributes, which will then be used to explore perceived conflict attributes and also categorize as issues related to conflict dimension. Therefore, in this part of the study, the socio-psychological issues and theories related to conflict are introduced in relation to the concept of participation and the participatory process.

**Table 2.16:** The sub-issues of conflict discussed in the participation and the social-psychology literature.

<b>Conflict as a socio-psychological dimension of participatory processes</b>	
<b>Pre-defined attributes of conflict</b>	<b>Issues discussed in participation literature</b>
<b>Conflict</b>	Group-based anger (van Stekelenburg, Klandermans & van Dijk, 2008; van Zomeren, Spears, Fischer & Leach, 2004), Political membership and communities’ political divisions (Pascaru, 2010)
<b>Creation of in-groups/out-group</b>	Mythical fixed-pie bias (Hoffman) / win-lose decision process (Guynn, 1997)

In the literature, the discussion on conflict reflects a number of theoretical perspectives on its nature and causes. Fischer (2000) defines the in-group–out-group categorization as the main principal cause of conflict. This argument is based on a belief that conflict typically arises when an actor perceives themselves to be under threat. According to Miall (2004), the root causes of conflict arise from the inequality and injustices embedded in social, cultural and economic systems. Although there is no consensus on the causes of conflict, but there is a consensus on the result of conflict, as stated by Bateson (1972), as a result of the conflict one group could destroy or weaken the other. However, it is also possible for the conflicting groups to reach reconciliation through dialogue, mutual empathy and building consensus. Fisher et al. (2003) argues that in the conflict situation, the most promising situation to formulate agreements arises when a point is reached that will be mutually beneficial to all parties, which in agreement with Mouffe’s arguments on the conflictual consensus.

In addition to these two outcomes of conflict known as reaching conflictual consensus and destroying others, according to Boyce (2001), one group could be co-opted by the other. Co-optation could be a solution to the end conflict between the groups when there is a noticeable power difference between them. For instance, in the case of planning and/or decision-making processes, while the co-opting party is generally the government as the project proponent, the co-opted party may be an environmental group or NGO opposed to the proposed project, decision or action. There are many other reasons and results for conflict but presenting all of them is neither possible nor necessary for the present study.

The issues that are discussed in the area of social psychology related to conflict and discussions in the participation literature are categorized in Table 2.16. Based on the findings of a review of participation and social psychology literature, conflict and creation of in-groups as a result of conflict, have been determined as the pre-defined attributes of the conflict dimension of participatory processes.

#### **2.3.3.2.2 Culture**

The second socio-psychological dimension at the socio-cultural level is culture, which plays an important role in every human life since it determines how we live and how we see the world. In the participation literature, the issues discussed as factor affecting the participatory planning process related to culture can be summarized as in Table 2.17. In this part of the

study, the socio-psychological issues and theories about culture, which could be related to participation and participatory planning, will be introduced.

A review of culture in the participation literature reveals types of culture to be collectivism and individualism, norms and values, gender roles, development of civil society, organizational culture, as well as differences of cultures and language. In addition to the attributes gleaned from the participation literature, the social-psychology literature should also be reviewed to determine the earlier defined culture attributes, which will then be used to explore perceived relationship attributes and also categorize as the issues related to the culture dimension. Therefore, in this part of the study, the socio-psychological issues and theories related to culture are introduced in relation to the concept of participation and the participatory process.

In the literature, there are different models of cultural dimensions along which cultures might differ at a particular level. In the present study, the Douglas and Wildavsky (1982) grid-group model of culture will be presented since it discusses the dimensions of culture in terms of collectivism and individualism, which are also determined to be factors affecting the participatory processes. Douglas and Wildavsky (1982) distinguish cultures' two dimensions as group and grid from one another and proposed four basic cultural dimensions including egalitarian and hierarchal culture with high collectivism, and individualistic and fatalist culture with low collectivism.

In relation to communication, as another socio-psychological dimension of participatory processes, culture may determine the method of communication used by its members. In other words, culture also affects the dimensions at the interactional level. For example, differences in communication style could be a barrier to individuals who attempt to understand each other. As previously emphasized, such misunderstandings could give rise to conflict. Therefore, a difference in language and language use is one of the obvious obstacles between individuals and cultures. Culture not only affects individual and interactional dimensions, but on the participatory processes as well. For this reason, differences among individuals, differences among culture and language as well as their effects on participatory processes should also be examined by determining them as attributes of the culture dimension.

**Table 2.17:** The sub-issues of culture discussed in the participation and the social-psychology literature.

<b>Culture as a socio-psychological dimension of participatory processes</b>	
<b>Pre-defined attributes of culture</b>	<b>Issues discussed in participation literature</b>
<b>Collectivism</b>	Collectivism (Enserink et al., 2007)
<b>Individualism</b>	Individualism (Enserink et al., 2007)
<b>Cultural norms</b>	Ethical and civic values (Matsuba et al., 2007) Fear of change, tradition of continuity, difficult changes in mentality (Pascaru, 2010) Calue orientation (an orientation toward the goals and the ideology of the movement) (Turner & Killian, 1987) Cultural mores (customs, traditions, etc.) (Douglas, 2006) / norms and standards (Ardichvili, 2003) / customs, rules and values (Mishra,) / enhancing a search for common values and interests (Mascarenhas et al., 2004) / incorporating public values, assumptions and preferences into decision making (Beierle, 1999) / representation of values, interests and concern (Mascarenhas et al., 2004)
<b>Differences among individuals</b>	Gender roles (Nayar, 1995; Reiter, 1975) / sex, social class, and urban-rural location (Dohrenwend, 1975) / masculinity (Enserink et al., 2007),
<b>Cultural difference</b>	Place and locality (Bickerstaff, 2004)/ Gender roles (Nayar, 1995; Reiter, 1975)
<b>Language</b>	Linguistic issues (Mishra) / language and terminology (Hoffman, 2008)
<b>Social constraints/boundaries</b>	Role of NGOs (Kastens et al., 2008) The lack of civic culture-civil society and democratic culture, (Denhardt, 2009) / lack of democratic practice (Pascaru, 2010)/ lack of interest in stimulating participation (Pascaru, 2010) Organizational culture and climate (Ardichvili, 2003)
<b>External constraints</b>	has not been discussed in the participation literature

As stated by Boyle (1998), a culture influences various aspects of individual, interpersonal and social behavior and determines the social norms, their importance and their effects on individuals. In addition to type of culture, social norms and their effects on participatory processes should be explored by defining their cultural attributes. While culture affects individuals and also interactional dimensions, it also determines the institutions and their arrangements. In relation with the context, and the other cultural discussions, cultural constraints and constraints on the culture could be discussed in the culture dimension as cultural-contextual attributes. These cultural attributes could be seen as constraints by individuals in a society and by individuals not from the particular society. While social constraints could be defined as the cultural-contextual determinants that arise from their cultural properties, on the group or society and participatory processes; external constraints

could be defined as the outer determinants that affect the society and participatory processes. By exploring the effects of cultural-contextual attributes as social and external constraints, the inner and outer determinants on the participatory processes could be explored.

The issues that are discussed in the area of social psychology that relate to culture and discussions in the participation literature are categorized in Table 2.17. Based on the findings of a review of participation and social psychology literature, collectivism and individualism, social norms, differences between individuals and cultures, language, social and external constraints have been determined as the pre-defined attributes of the cultural dimension of participatory processes.

### **2.3.3.2.3 Social dynamics**

The third socio-psychological dimension at the socio-cultural level is social dynamics. Every participatory process through which groups/society arrive at decisions involves the creation of a social group that has influence on certain decisions. Thus, a participatory process could be defined as an interactive decision-making process in a unique socio-cultural context. In the participation literature, the issues discussed as factors affecting the participatory process related to social dynamics are presented in Table 2.18. In this part of the study, the socio-psychological issues and theories about social dynamics that could be related to participation and participatory planning will be introduced.

A review of the social dynamics in participation literature is summarized in Table 2.18, and includes issues such as decision-making rules, sharedness, social networks, social capital and social identity. However, in addition to the attributes derived from the participation literature, the social-psychology literature should be reviewed to determine the previously defined social dynamics attributes, which will then be used to explore perceived social dynamics attributes and also categorize the issues related to the social dynamics dimension. Therefore, in this part of the study, the socio-psychological issues and theories related to social dynamics are introduced in relation to the concept of participation and the participatory process.

The concepts of social capital and social networks are the most discussed social dynamics attributes in the participation literature. First, the concept of social network is used to denote a social structure made up of a set of individuals or organizations, and the dyadic ties

between these actors, Wasserman et al. (1994). Every single individual belongs to several networks at the same time, while some of these could be formal, others could be informal networks. In other words, a social network of an individual is not limited to the boundary of the network. Social networks can be characterized by its size and social capital, which is the second attribute of the social dynamics dimensions to participatory processes. Although, there are many different definitions of social capital, Fukuyama (1995: 10) defines it as “*the ability of people to work together for common purposes in groups and organizations*” and Putnam (1995: 67) defines it as “*features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit*” According to Fukuyama (1999), as a community’s level of social capital increases the, its members find it easier to cooperate for mutual benefit. It means that there is a correlation between the level of the social capital and the chance of building consensus and taking intersubjectively established decision. Both social network and social capital are concepts that have been increasingly discussed since the last decade of the 20<sup>th</sup> century and their effects on participatory processes should be explored.

The other main social dynamic of participatory processes is social identity, which affects the decisions and also influences individuals in society. The basic ideas of social identity theory have their roots in the work of Tajfel & Turner (1979), who explained social identity through simplifications in social map-making. It means that people make a mental map of their social world by dividing the world around them into two categories, in-groups and out-groups. While in-groups are those groups an individual considers himself/herself as part; out-groups are those groups an individual consider himself/herself as not being part of. Since, there could be many effects of in-group–out-group categorization on the participatory process related to other socio-psychological dimensions such as conformity, social decision-making process, consensus building and conflict; social identity could have both positive and negative effects on the participatory processes.

Sharedness is another important attribute of the social dynamics dimension. According to Kameda et al. (2002), sharedness plays a vital and critical function to determine actual consensus processes and outcomes. Social sharedness is a degree to “*which preferences and cognitions are shared among members at the outset of group interaction*” (Kameda et al. 2002). There could be different explanations regarding the effects of sharedness; for example, during the decision-making process, if participants are confronted with information that they did not previously have, they could change their opinion. More widely shared



information has a greater chance of entering into the deliberations and influencing the participants' preferences (Tindale, 2003). In the participatory process, sharedness will make it easier to make decisions since it creates positive socio-psychological attributes such as trust and positive relations. On the other hand, sharedness also creates groupthink, which is an attribute that primarily negatively affects the participatory processes.

As another issues of participatory processes, groupthink is defined by Janis (1972) as *“a way of deliberating that group members use when their desire for unanimity overrides their motivation to assess all available plans of action”* Groupthink is most likely to occur when participants in a group think that the maintenance of the group's cohesion and togetherness has become paramount. According to Janis (1972), groupthink occurs mostly under conditions of high stress, in groups that are isolated, homogeneous as well as being characterized by high cohesiveness. The absence of impartial or objective leadership also places a group at risk of groupthink. Typical symptoms of groupthink are defined by Janis (1972) as close-mindedness, rationalization, discouraging dissent, the formation of mindguard, feelings of invulnerability and feeling of unanimity. Decisions that result from decision-making processes dominated by groupthink have characteristics including being dogmatic, justify irrational decisions, see their actions as highly moral and stereotype outsiders (Janis, 1972). In the participatory processes, groupthink could create conflict and not provide an environment where creative solutions could be produced and consensus could be built through concessions. Moreover, it could create conflict and in-group and out-groups. Groupthink in relation to sharedness, the concept of centrality in society should be discussed as an attribute of social dynamics. The concept of centrality refers to the most central individual in a society or group. According to Kameda et al. (1997) centrality reveals the degree of sharedness or overlapping between a particular individual and the others in the society or group. Kameda et al. (1997) states the central person has a position in the social networks of many individuals and is able to acquire central power within a society. The type of power depends on the central person's occupation and their role in the society. As stated by Tindale and Sheffey (2002), during the decision-making processes, the central person could sway the group's decision in her/his direction by ignoring the opposing ideas. Therefore, in the case of participatory processes the effects of central persons in different socio-cultural contexts should be explored.



**Table 2.18:** The sub-issues of social dynamics discussed in the participation and the social-psychology literature.

<b>Social dynamics as a socio-psychological dimension of participatory process</b>	
<b>Pre-defined attributes of social dynamics</b>	<b>Issues discussed in participation literature</b>
<b>Social dynamics</b>	Social dynamics (Frewer, 1999; Rowe et al., 2004 ) Being empowered (Schulz et al., 2003; Hagmann,1999) / empowerment and advocacy (Pimbert, 2001), interactivity and interrogation (Wandersman, 2009)
<b>Social networks</b>	Maintenance communication and activities (recruiting members, building team spirit, developing new leaders and fund-raising make an organization strong) (Bickerstaff, 2004)
<b>Social capital</b>	Social capital (Campbell, 2000) / community capacity (Adamson, 2010)/ human capital (Zimmerman, 2000)
<b>Social identity</b>	Social identity / a sense of identity (Tippett et al., 2005) / moral cognition (judgment, moral civic, attitudes), moral identity (Matsuba et al., 2007)
<b>Sharedness</b>	Common sense in the group (Shindler & Neburka, 1997; Webler et al., 2001) Sense of ownership/belonging to the group (Schulz et al., 2003)/ a sense of belonging to the multi-party stakeholder group (Tippett et al., 2005) / a shared understanding of success (Buchy & Hoverman, 2000; Dowling et al., 2004; Schulz et al., 2003) Mutual trust and mutual understanding (Tippett et al., 2005) Understanding public concerns (Carnes et al., 1998)/ understanding (spatial and social) problems and associated actions (during the process) (Carnes et al., 1998) /identifying and prioritization of problems and needs (Hagmann, 1999)/ understanding the connection between costs and benefits (Carnes et al., 1998; Frewer, 1999; Rowe et al., 2004; Cooper, 2002; Crosby et al., 1986; Beierle, 1999; Dalton, 2006) / cost-benefit ratio (Forster, 2000)
<b>Groupthink</b>	Actors tend to base their decisions about participation upon others' decisions (Granovetter, 1978; Oliver et al., 1985, 1988; Marwell et al., 1988)/ presumed associations (Hoffman, 2008)/ lack of courage to express opinions and make requests (Pascaru, 2010)/ fear of change, tradition of continuity, difficult changes in mentality (Pascaru, 2010)
<b>Centrality in society</b>	Social roles (Matsuba et al., 2007) Group organizational structure (Hagmann, 1999) / internal structure and interaction (Hoffman, 2008) / the organizational capacity and efficacy of community groups (Lane, 2005)
<b>Time budget</b>	The amount of time allocated to the process (Buchy et al., 2000) / the timing of the consultation (Buchy et al., 2000) / time and energy (Wandersman, 2009) / using the best available information (Mascarenhas et al., 2004) / reference timeframe (Pimbert, 2001) / insufficient provision of time and resources (Tippett et al., 2005)
<b>Type of problem</b>	Participation orientation (whereby collective action activities are satisfying in and of themselves) (Turner & Killian, 1987)
<b>Decision-making norms</b>	Social structure (Matsuba et al., 2007) Norms and standards (Ardichvili, 2003) / Customs, rules and values (Mishra)
<b>Group polarization</b>	Extreme diversity of opinions (Pascaru, 2010), socially exclusion (Ogbu, 2000) / feelings of exclusion (Tippett et al., 2005)/mythical fixed-pie bias (Hoffman, 2008)/ win-lose decision process (Guynn, 1997)

A time constraint is an important attribute and common problem in relation to decision-making processes. In participatory processes, groups are mostly required to process large amounts of information and/or pressed to make decision in a short time. Groups in such situations could not evaluate all the alternatives or solutions before making their decisions (Kelly & Karau, 1999). Therefore, “time budget” its effects on participatory processes should be explored as an attribute of the social dynamics dimension. In relation to the time budget, another important attribute and determinant of participatory processes is the type of problem. Tindale et al. (2003) discussed the problem/decisions types in terms of its demonstrability.

According to Tindale (2003), demonstrability is dependent on the sharedness of the participants. If individuals or group share a common beliefs system, and if the problem has high demonstrability even there could be change of a minority group to win against the majority by revealing the correctness of an alternative solution to a problem or by demonstrating the superiority of their preference. Another important issue that should be discussed as a determinant of participatory processes, which involve a decision-making process, is decision-making norms. The cultural norms in a society, which affects individuals, as well as their interaction and social structure creates decision-making norms that affect participatory processes. According to Kerr (2004), while some participants groups have implicit agendas that include specific ideas about what the group’s aim should be, while some discussions are open to free exchange of ideas (Kerr, 2004). It is clear that in each case there are different decision-making norms that depend on the participants and their socio-cultural context. Therefore decision-making norms and their effects on participatory processes should be explored.

The other attribute of the social dynamics dimension is polarization, which is the tendency to make decisions that are more extreme than the initial inclination of its members (Elliot, 2010). In a group polarization situation, if it is a participatory decision-making process, a group of people could make decisions and form opinions to more of an extreme viewpoint than in normal conditions/situations. According to Isenberg (1986), the polarization phenomenon has shown that after participating in a discussion group, members tend to advocate more extreme positions and call for riskier courses of action than individuals who did not participate in any such discussion. There could be different driving force behind polarization depending on the participant groups and socio-cultural context. In the present, study polarization and its effects on the participatory processes will also be explored.

The issues that are discussed in the social science literature related to social dynamics and discussions in the participation literature are categorized in Table 2.18. Based on the findings of a review of participation and social science literature, social network, social capital, social identity, sharedness, centrality in group, information load and time pressure, type of problems, decision-making norms, social networks, social capital, social identity, group polarization and groupthink have been determined as the pre-defined attributes of the social dynamics dimension of participatory processes.

In the part, conflict, culture and social dynamics as the socio-psychological dimensions of participatory processes at socio-cultural level have been discussed and their attributes determined. Using the pre-defined attributes, this study intends to explore the perceived attributes of dimensions of participatory processes and their hindering and enhancing effects on the case study of participatory processes.

Overall in this chapter, I presented the theoretical framework of the present study, which involves the concept of participation, the concept of participatory planning, evaluation of participatory practices and socio-psychological dimensions of participatory processes.

The first section in Chapter 2 includes discussions on participatory planning and its basic assumptions based on Habermas's communicative rationality. This section started with the discussion on the different levels of participation and participation in planning. The present study argued that participation and participation in planning should be conducted as an end itself, so as to realize the aim of participation as democratic human right. Second, communicative rationality and the participatory planning approach based on communicative rationality, which accepts participation in planning as an end itself was presented. Participatory planning and its basic assumptions were discussed and accepted as an ideal speech situation and consensus building. Ontological, epistemological and methodological assumptions of participatory planning were also presented. As a result of these discussions, the importance of context-dependency for the participatory practices was revealed. At the end of this section, as another procedural approach, conflict management based on Foucauldian literature, and agonistic planning based on Mouffe's democratic pluralism were discussed. The aim of this discussion was to reveal the differences among the procedural approaches and their criticisms of participatory planning based on Habermas's communicative rationality. The aim of the present study is neither to support the participatory planning based on communicative rationality nor to criticize it. The present

study attempts to understand the participatory planning approach based on Habermas's communicative rationality while being aware of its shortcomings and paradoxes. In addition, it aims to reveal the boundaries in which participatory planning could be realized different from agonistic planning; in this section, the present study proposed a position or a line of reasoning, which started with antagonistic conditions and ended with consensus. Along this line, which connects participatory planning based on Habermas's communicative rationality and agonistic planning based on Mouffe's agonistic pluralism, this study proposed the definition of the boundaries in which participatory planning and in which agonistic planning was realized.

This chapter also includes discussions on the evaluation of participatory planning practices, as well as argues that there is a need to evaluate the success of participatory processes against the criticism of its efficiency and effectiveness. In addition, it is proposed that the type of evaluation will be changed depending on the conceptualization of participation and participatory planning. Since participation in planning is accepted as an end itself and participatory planning is discussed based on the communicative rationality in the present study, participation and participatory planning could not be evaluated with standard success criteria, which are used to evaluate the success of planning practices based on instrumental rationality, defined within the literature. Within the discussion based on the evaluation of participatory practices, the present study proposed that although other participatory processes could be evaluated with just the participatory process, a participatory planning activity could not be evaluated only in terms of its process. Therefore, this study proposed that a participatory planning practice should be evaluated with both its process and products. The products of a participatory planning were defined as outputs (plan, project, decision, etc.) as well as social and spatial outcomes. Moreover, the present study argues that while the process and outcomes of the process should be evaluated by all participants, the outputs as a product of the participatory process should be evaluated by planners. However, if there is a planner in the process and outputs were produced based on consensus, the outputs do not need to be evaluated by outside expert planners. Therefore, even if the outputs will be evaluated by a planner as an expert from outside, because the outcomes will be realized within the context of where participants live, the implementation of outputs will be evaluated by all participants of the process. With such an evaluation process, there will be a mutual control mechanism among the planners and the other participants of the process. A mutual control mechanism will help to provide for the continuity of the participatory process, even in the monitoring stage of the process. After the discussion on the evaluation of participatory

planning processes, the study discussed the stages of the participatory process. Consequently, this study proposed that a participatory process could be evaluated in four main stages including process design, mobilization, including both consensus and action mobilization, planning that includes implementation and a monitoring stage. Each of the stages has special significance; however, since each will be developed according to the results of the early stages, one of the most important stages of a participatory process is process design, as it is the first stage of the process. Furthermore, based on its main aim, the present study focused on the participatory process and the factors affecting it. Based on the literature review, this research focused on the factors related to individual/society and cultural-contextual factors to determine the socio-psychological dimensions of participatory processes. After the determination of these factors, they were categorized within the nine groups titled as individual, communication, attribution, persuasion, power, conflict, interpersonal relationship, culture and social dynamics.

Lastly, this chapter presents the issues and theories related to eight of the nine socio-psychological factor groups that I determined affect the participatory process. These eight factor groups I defined as the socio-psychological dimensions of participatory processes at interactional and socio-cultural levels. Based on these eight socio-psychological dimensions, the attributes of the participatory processes were determined based partly on the social science literature, especially by focusing on social psychology literature, and partly on personal experiences in participatory processes.

After determining the socio-psychological dimensions and attributes of participatory processes in the theoretical chapter (Table 2.19), in the following chapter I will introduce the case project and project process, the case participatory processes and the contextual setting of the localities where the processes were conducted, and the empirical study of the present research.

**Table 2.19:** Pre-defined socio-psychological dimensions and attributes of participatory processes.

<b>Socio-psychological Dimensions of Participatory Processes</b>						
<b>at the interactional level</b>				<b>at socio-cultural level</b>		
<b>Communication</b>	<b>Attribution</b>	<b>Persuasion</b>	<b>Power</b>	<b>Interpersonal Relationship</b>	<b>Conflict</b>	<b>Culture</b>
<ul style="list-style-type: none"> <li>● Continuity of communication</li> <li>● Communication about emotional things &amp; rational-logical things</li> <li>● Body language</li> </ul>	<ul style="list-style-type: none"> <li>● Consistency continuity of consistency effects of others consistency</li> <li>● Internal-attribution</li> <li>● External-attribution</li> </ul>	<ul style="list-style-type: none"> <li>● Central persuasion</li> <li>● Peripheral persuasion</li> </ul>	<ul style="list-style-type: none"> <li>● Reward</li> <li>● Punishment</li> <li>● Social norms</li> <li>● Expertise power</li> <li>● Emotional power</li> <li>● Hidden power</li> <li>● Conformity</li> </ul>	<ul style="list-style-type: none"> <li>● Trust</li> <li>● Hidden agenda;</li> <li>● Friendship</li> <li>● Dominance-submission relations</li> <li>● Change in relationships</li> <li>● Resistance to change</li> <li>● Habit forming affect</li> </ul>	<ul style="list-style-type: none"> <li>● Conflict</li> <li>● Creation of groups/in-groups</li> </ul>	<ul style="list-style-type: none"> <li>● Collectivism</li> <li>● Individualism</li> <li>● Cultural norms</li> <li>● Differences among individuals</li> <li>● Cultural differences</li> <li>● Language</li> <li>● Social constraints</li> <li>● External constraints</li> </ul>
						<ul style="list-style-type: none"> <li>● Social networks</li> <li>● Social capital</li> <li>● Social identity</li> <li>● Sharedness</li> <li>● Group think</li> <li>● Centrality in a society</li> <li>● Time budget-time management &amp; focusing</li> <li>● Type of problem</li> <li>● Decision making norms &amp; taking decision</li> <li>● Group polarization &amp; problematic situation</li> </ul>

## **CHAPTER 3**

### **CASE STUDY: THE LOCAL GOVERNMENT AND NGO COOPERATION IN THE PARTICIPATORY DEMOCRACY PROJECT AND THE PARTICIPATORY PROCESSES OF THE GAZI, KAYMAKLI, ODUNPAZARI AND SEYREK MUNICIPALITIES**

The present inquiry is designed as an exploratory multiple case study. There are several reasons for this. Firstly, the existing literature does not provide adequate scientific ground for the socio-psychological dimensions of participatory processes. Secondly, neither does the literature reveal the relationships between these socio-psychological dimensions and the perceived success of the processes. Thirdly, no studies have explored the socio-psychological dimensions of participatory planning processes that differ in their contextual setting and characteristics. I therefore chose to conduct a case study in four localities from the North, the East and the Central Anatolia regions that participated in the ‘Local Government and NGO Cooperation in Participatory Democracy’ initiative. Gazi is located within the District of Samsun in the Black Sea Region, Kaymaklı within the District of Nevşehir is located in the Central Anatolian Region, Odunpazarı is within the District of Eskişehir in Central Anatolian Region and Seyrek lies within the District of İzmir located in Aegean Region.

The present chapter discusses the case study, rationales of selecting this case, the contextual settings of the selected cities and their participatory processes within the context of the national project. In the first section, I present the case study method with the case project of this research and the rationale of selecting this project and the case processes. In the second section, I introduce the Civil Society Development Center (STGM), the initiator of the ‘Local Government and NGO Cooperation in Participatory Democracy’ process. Last, the

third section presents the contextual settings of the case areas and their participatory processes in the context of the project process.

### **3.1 Case Study**

Case study is an ideal research method for holistic and in-depth investigations that may focus on one area, group, organization or one individual. A case study aims to explore an issue on which there has been little knowledge or understanding (David et al. 2004). Bogdan and Biklen (1982: 58) define the case study method as '*a detailed examination of one setting, or one single subject, or one single depository of documents, or one particular event*'. Case study research may involve a mixture of methods such as observation, focus groups, discussion, interviewing, visit to different sites and the study of written evidence and documentation. Data gathered from different sources give a 'picture' to structure the case being studied (Wellington, 2007). The case study of this research investigated the in-depth understanding perceptions of participants of the four contextually different participatory processes about socio-psychological dimensions of participatory processes and their enhancing/ hindering effects; participants' understanding of a participatory processes' success; and participants' perceptions on success of the participatory processes. It reveals the multi-dimensions of participatory processes from the subjective descriptions of participants of the case project.

In case study research, the selection of cases is of central importance to the value of information that is taken from the study. Case study research can be multiple-case studies, and in such a case, the study must follow replication logic. Unlike single-case studies, multiple-case studies include facts collected from various sources, and results drawn on those facts. As it is stated by Yin (1993) strengthening the conclusions, multiple-case studies are more confident than single-case ones. For this reason, in the present study, contextually different participatory processes that formed part of the same national project, were chosen as case studies, namely Gazi, Kaymaklı, Odunpazarı and Seyrek which were participant municipalities in the 'Local Government and NGO Cooperation in Participatory Democracy' project. I selected the project as a case to reveal the effect of the contextual differences on the participatory processes. In order to show the similarities and dissimilarities of contextually different participatory processes, I needed to reduce the variables to a minimum. The selected case project was the only one that was available and appropriate to



this form of exploratory case study. In the following part, I will introduce the rationale of selecting the case project of the present research.

### **3.1.1 The rationale of selecting the case project and the case participatory processes**

The ‘Local Government and NGO Cooperation in Participatory Democracy’ project and the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek were selected as the case processes for the present inquiry. In this part, I will discuss the rationale of this selection with its strengths and weaknesses, first, for the selection of the case project, and second for the selection of the case participatory processes as part of the case project.

I began my search for participatory projects with multiple cases in Turkey in 2009 and identified the ‘Local Government and NGO Cooperation in Participatory Democracy’ initiative. This featured five participatory processes in five localities that I selected to use for the multiple case studies. The initiative was coordinated and moderated by a single institution and a specific methodology and process design was used in each case. This approach was advantageous to the study as the process intervention and the moderation affect were held constant in all cases, so that other contextually driven conditions could be extracted more apparently. This initiative would support the conduct of the inquiry and hence help to convey the main strengths and weaknesses of the processes and their outcomes.

The selection of this initiative would also help to reduce a number of important variables of participatory planning that would need to be considered by this inquiry, such as project initiator organization, its role in the process and its actors, project budget, project organization, project time, and technical and educational support. The initiative was also well suited to this study since all cases started their unique processes on the same ground with a shared aim. However, all processes then continued differently. While some of them continued their studies that were developed during the project process, a case resigned from the project process. The initiative was also well suited in that provided for the inclusion of different social actors in the field study. While the project’s main stakeholders were defined as municipalities and active NGOs in their localities; local participants included not only the mayors of municipalities and other civil servants, but also other citizens who were not a part of any NGOs.

At first glance the ‘Local Government and NGO Cooperation in Participatory Democracy’ initiative does not seem to be related to participatory planning directly. Although, the theoretical part of the present study mainly focused on participatory planning processes, the defined aim of the project was defined as ‘building a participatory management in the locality’. However, even if the initiative seems to have been limited to local democracy, mostly social planning and, in some cases, spatial planning activities were achieved. For instance, in the case of Odunpazarı and Kaymaklı, strategic planning was undertaken. On the other hand, even if no spatial planning activities had been involved, we can call these activities as planning due to the changing definition of ‘planning’, which is defined as a social process in our contemporary world. Moreover, the analysis revealed that each process progressed through the key phases normally associated with participatory planning. The case processes could be discussed both in terms of their products as outputs and outcomes, and in terms of the qualities of their process. However, the socio-psychological dimensions of these processes would need to be explored by interviewing the participants.

I also considered the strengths and weaknesses of the processes in terms of their contextually different settings. First, the size of the settlements made these localities more appropriate to conduct participatory processes and to explore their socio-psychological dimensions. Second, depending on the size of the case localities, there were differences among the participants in all of the case processes in terms of their educational levels, age groups, professions and also their experiences in civil society and NGOs, which increased the inclusivity of this study in terms of different social actors. Third, these localities are situated in different geographical regions of Turkey with diverse of social and cultural backgrounds, which this research aimed to explore. Four, almost all of the localities had a different political tendency as Odunpazarı and Gazi (AKP), Seyrek (CHP), Kaymaklı (MHP) and Kızıltepe (SHP). Last, although each of the case localities conducted their own project, they know one another and their processes and shared their experiences through the main meetings organized by STGM.

I chose to select four of these five participatory processes as case processes. While designing the research process, I initially aimed to work on all five cases. During the data collection process, I interviewed participants of the projects from the Odunpazarı, Seyrek, Kaymaklı and Gazi municipalities, respectively. Nevertheless, I could not interview participants from Kızıltepe since it was not possible to reach any of the participants of their process. Although, I was planning to interview the mayor of the Kızıltepe Municipality, I learned that she was

not in Turkey. In some of the other case localities such as Seyrek and Gazi, I firstly contacted the mayors of the municipalities or central persons in the process who gave me the contact information of the other participants and also helped me to reach them. However, in the case of Kızıltepe, I could not succeed in reaching any of them. For these reasons, I completed the field study without being able to interview the participants of the Kızıltepe process. In sum, I conducted field studies in the four localities among the five participant localities of the case project, namely Gazi, Kaymaklı, Odunpazarı and Seyrek.

In the following sections, first, I introduce the case project with its rationale and aims, and STGM as an initiator of the project. Through this, I aim to explain the general characteristics of the project, project content and the participatory process completely. Second, I present the case participatory processes with the contextual settings of the localities where the participatory processes were conducted.

### **3.2 The Local Government and NGO Cooperation in Participatory Democracy Project**

The case project of the present research, the ‘Local Government and NGO Cooperation in Participatory Democracy’ project, was started in September 2005 by STGM with the participation of the municipalities of Seyrek, Odunpazarı, Kaymaklı, Kızıltepe and Gazi. In this part of the present study, the case project and the project process are introduced.

#### **3.2.1 Civil Society Development Center**

The Civil Society Development Center (STGM) is an association founded in April 2004 with the vision of reaching a strong and democratic civil society. To fulfill this vision, the STGM aims to ensure the development of participation and democracy in civil society; to strengthen organizational capacity and autonomy; and to make the voice of civil society heard in decision-making processes. The mission of STGM is to carry out advocacy, campaigns, research, training and lobbying activities in its priority target areas. (Official web site of STGM; date assessed: 30.03.2012). The priorities of the STGM are defined in three parts in terms of functional and technical priorities and identities.<sup>6</sup> With these priorities, the

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<sup>6</sup> First, functional priorities of STGM are; ‘institutional building and strengthening’; ‘supporting existing networks to build capacity in targeted NGOs, consolidate intra-organizational democracy and to ensure that NGOs engage in communication and cooperation, both within the country and abroad, among themselves as well as with the State and Local governments’; and ‘giving support particularly to those initiatives which have capacity to be recognized as best practice or potential to make any successful initiative sustainable’. Second, technical priorities are; ‘the STGM, accords priority to projects which are sustainable and have multiplier effect;

objectives of the STGM are declared as follows (Official web site of STGM; date assessed: 30.03.2012):

- *to help civil organizations improve their work through specific studies and actions designed to fill in their gaps in information, material means and assertiveness,*
- *to develop a civil society map and database, establish communication networks, support efforts to create national NGO platforms and to encourage all forms of exchange of information and experience among NGOs,*
- *to publicize the activities of civil organizations by using the mass media and to conduct lobby activities so as to encourage initiative taking in social sphere and build further awareness,*
- *to help NGOs improve their organizational, institutional, managerial, financial and legal bases as well communication and human resources capacity by encouraging their participation to decision making processes, communication with the public at large, involvement in international cooperation and networks for communication and information exchange,*
- *to engage in cooperation with international organizations pursuing similar ends and join networks that may contribute to its functions, develop methods to ensure the efficient, fair and principled use of support extended to NGOs.*

### **3.2.2 The Local Government and NGO Cooperation in Participatory Democracy Project**

The ‘Local Government and NGO Cooperation in Participatory Democracy’ was a project started in September 2005 by STGM as an organizer body. Due to the aim of the project, STGM began the project with five participant municipalities from a wide range of geographical, social, cultural, historical and political contexts of Turkey including Gazi, Kaymaklı, Odunpazarı and Seyrek. The following part presents the rationale and aim of the project, and the project process.

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well-focused to desired objectives; capable of responding to research and development needs through capacity analysis and having their local components as well’. Last in terms of identities; ‘the STGM, absolutely avoids any form of discrimination based on ethnicity, age, sex, religion, sexual orientation, economic status, political view, philosophical inclination or religious faith’ (Official web site of STGM ; date assessed: 30.03.2012).

### **3.2.2.1 Rationale and the aim of the project**

In Turkey, the legal infrastructure that enables local administrations to create city councils, and NGOs to participate actively in the local decision making mechanisms, was passed into law by the Grand National Assembly in the framework of the Local Administrations Code (no. 5355, ratified on: 26.05.2005). This legal arrangement cleared the way for civil organizations' participation in local councils. Moreover, with this legal arrangement, citizens are able to participate in the administration of the city where they live as active citizens. However, although such a legal arrangement was made, in practice there are serious concerns and unknown points that can mostly be explained by the lack of experience in Turkey about participatory administration. Therefore, especially the issues as to how and through which structure participatory mechanism in local administrations will be initiated and sustained remain problematic. As a result of the partnership initiatives carried out in several areas, while NGOs made demands from the local administrations for their offices and material resources such as office space and office necessities, municipalities had some doubts as to the way to start their cooperation with NGOs (STGM, 2005). However, the relationship between the municipalities and NGOs' were not different from those before this legal arrangement. To clarify this relation, quotations from the participants of the case project process, which are derived from the interviews within the context of this research, are presented (see appendix G (1)).

As can be seen from respondents' subjective descriptions (see appendix G (1)), there were problems in the relationships between NGOs and municipalities. Therefore, as a result of disappointing experiences, there was a need to start an initiative that would serve as a 'guide' on this issue (STGM, 2005). Moreover, starting this initiative with an equivalent structure that had experience, made mistakes, and created success stories would undoubtedly give rise to certain advantages. Thus, an initiative was devised that would make small steps towards positive cooperation, with the aim of minimizing risks such as lack of motivation and despair in the future. For these reasons, the Local Government and NGO Cooperation in Participatory Democracy Project was developed by the STGM with the purpose of enabling local administrations to create participatory administration structures in cooperation with the NGOs in their area. The project was supported by the European Commission (STGM, 2005). After presenting the rationale and the aim of the case project, in the following part, I will introduce the case project process with its stages.

### **3.2.2.2 The Local Government and NGO Cooperation in Participatory Democracy Project Process**

In this part, the stages of the project process will be presented depending on the proposed stages of participatory processes in the theoretical part of the present study. These are process design, mobilization including consensus and action mobilization, planning and monitoring stages of a participatory project process. However, because of the structure of the project action mobilization, planning and monitoring stages of the process were conducted together after the consensus mobilization stage. While the whole project was being conducted by STGM with the partnership of the four case localities, the participatory processes of these localities continued in their own contexts. STGM organized main monitoring meetings that brought together all of the participant municipalities, while the planning processes of the partner municipalities were continuing in all of these localities. In the following parts, I will first introduce the project process with its stages as process design, consensus mobilization, action mobilization, planning and monitoring (Figure 3.1). I will then describe the participatory processes and the stages of these contextually different participatory processes separately.

#### **3.2.2.2.1 Process design stage of the project**

In the case of ‘Local Government and NGO Cooperation in Participatory Democracy’ project, the starting point of the process design stage could be accepted as the time when the Odunpazarı Municipality asked for the help of STGM. Process design stage of the project included exploring good practices and deciding on the Beyoğlu Municipality as the best practice of local government & NGO cooperation, the Odunpazarı Municipality’s visiting STGM, meeting experts for their opinion on such a project, getting together with the Beyoğlu Municipality and visiting Odunpazarı (Table 3.1). Finally, the process design stage of the project was completed with the announcement of the project on a web site and the consensus mobilization stage of the project started. In this part of the study, I will present the process design stage with the activities realized in this stage.



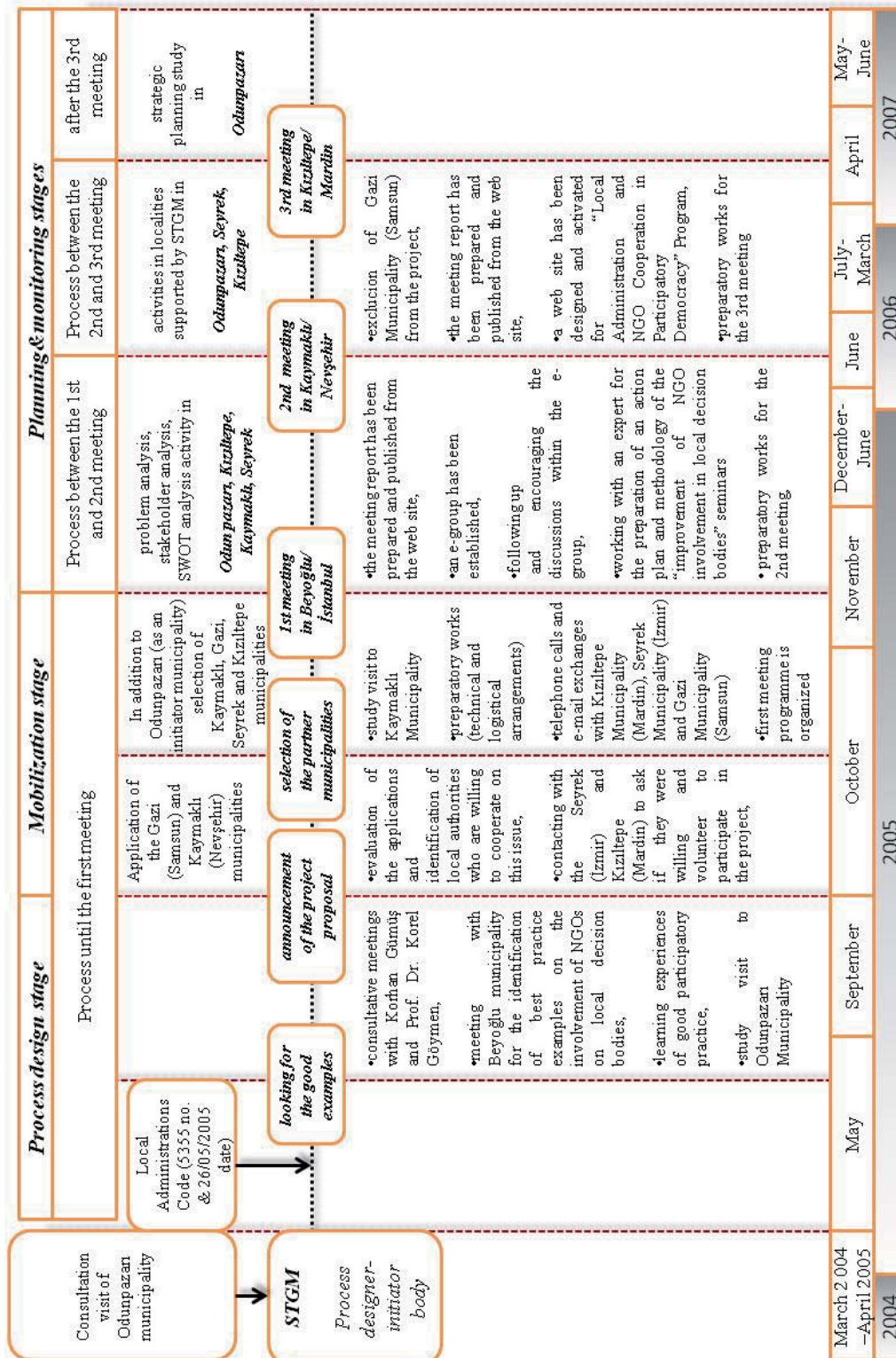


Figure 3.1 The 'Local Government and NGO Cooperation in Participatory Democracy' project process.

**Table 3.1:** Process design stage of the Project process and the activities in this stage.

Stage of the process	Time	Place	Activities	Participants
<b>Process design</b>	<b>Before September 2005</b>	STGM	The Odunpazarı Municipality's visiting STGM	The Odunpazarı Municipality STGM' personnel
	Good examples of such practices were explored			
	<b>September 20, 2005</b>	İstanbul	Consultative meetings	Representatives from STGM, Korhan Gümüş from the Association of Human Settlements and Prof. Dr. Korel Göymen from Sabanci University
	<b>September 20, 2005</b>	İstanbul (Beyoğlu)	Meeting with the Beyoğlu Municipality for the identification of best practice examples on the involvement of NGOs on local decision bodies, Learning experiences of good participatory practice	Representatives from STGM, The Beyoğlu Municipality The Beyoğlu Local-Civilian Unification Center
	<b>October 12, 2005</b>	Odunpazarı (Eskişehir)	Visiting Odunpazarı	Representatives from STGM
<b>Consensus mobilization</b>	<b>October 19, 2005</b>	On web site of STGM	Announcement of the project proposal was published	

**The Odunpazarı Municipality's visiting STGM:** In 2005, in addition to the establishment of Local Administrations Code and thoughts of STGM team to create an initiative that will serve as a 'guide', there was another reason or at least a trigger to start the 'Local Government and NGO Cooperation in Participatory Democracy' project. While STGM was thinking of designing such a project, Odunpazarı had taken steps for such an initiative. The Odunpazarı Municipality was working on a project to collect NGOs in Eskişehir under a single roof, the idea of which was born as a result of the substantial demands of NGOs from the municipality. While working to develop on an initiative called 'Eskişehir Civil-Local Association' (ESYO), they became aware of STGM and decided to ask for their assistance, (appendix G (2) gives the explanation of respondents who were the founders of the project process).

**Exploring good practice:** At the beginning of the process design stage, STGM searched for good examples of local government & NGO cooperation. As a result of this research, the



Beyoğlu Municipality was identified as a successful example, as it was very experienced on the issue (STGM, 2005). Beyoğlu is a district of İstanbul located in the Marmara Region. In Beyoğlu, the Beyoğlu Local-Civilian Unification Center, where local administration and civilian initiatives co-operate to co-build the future of the area, was founded to find solutions to all kinds of problems of Beyoğlu. The Beyoğlu Local-Civilian Unification Center is an autonomous structure working in coordination with the municipality. In this center, where issues are discussed jointly with the municipality, 280 associations and foundations work and take many decisions together (STGM, 2005).

**Consultative meetings:** On September 20, 2005, STGM personal met Korhan Gümüş from the Association of Human Settlements and Prof. Dr. Korel Göymen from Sabancı University in order to consult on designing the project process (STGM, 2005).

**The meeting with the Beyoğlu Municipality:** After the exploration of the Beyoğlu Municipality as a successful example of a participatory local administration practice, in order to make use of the successful experience of Beyoğlu Local-Civilian Unification Center, STGM and the Beyoğlu Local-Civilian Unification Center came together on September 20, 2005. During this meeting they determined a common strategy (STGM, 2005).

**Visiting Odunpazarı:** On 12 October, 2005, STGM personnel visited the Odunpazarı Municipality, since it was determined as one of the participants of the project prior to the selection of other participants as one of the main triggers of the project (see appendix G (3) for the explanation of the advisor to the Odunpazarı Municipality' mayor). Then, with the announcement of the project on the web site of STGM, the mobilization stage of the process started, which will be present in two parts as consensus mobilization and action mobilization.

#### **3.2.2.2.2 Consensus mobilization stage of the project**

The starting point of consensus mobilization stage was the announcement of STGM to municipalities from its website. This stage included the announcement, application of municipalities upon this announcement, and the selection of participant municipalities (Table 3.2). Consensus mobilization stage was completed with the announcement of the selected municipalities as the participant of the project. In this part, I will present the consensus mobilization stage with the activities that were realized in this stage.

**Table 3.2:**Consensus mobilization stage of the project process and the activities in this stage.

Stage of the process	Time	Place	Activities
Consensus Mobilization	October 19, 2005	From STGM' web site	Announcement of the project proposal was published
	October 20-26, 2005	STGM	Evaluation of the applications and identification of local authorities who are willing to cooperate on this issue,






**The announcement of the project:** As a start for the consensus mobilization process, STGM published an announcement on its website on October 19, 2005. Through this announcement, STGM made an open call to voluntary municipalities that consider creating participatory mechanisms in cooperation with NGOs, and working with the STGM on the local government and NGOs cooperation (see appendix G (4) for explanation of STGM coordinator on the project announcement).

**Application of the municipalities to the project:** During the process design stage, STGM decided to work with five volunteering municipalities, and one of them was the Odunpazarı Municipality as a trigger Municipality for the design of the project. Upon the STGM announcement, the municipalities applied to be a participant of the project including Gazi and Kaymaklı reflected on the process (see appendix G (5) for the explanations on the application processes of Kaymaklı and Gazi Municipalities).

**Selection of the participant municipalities:** Among the many applicants, Gazi and Kaymaklı were selected by taking into account the situation of active NGOs in the relevant area and the level of openness to voluntary participation of the municipalities (STGM, 2005). After the selection of these two municipalities in addition to the Odunpazarı Municipality, due to the STGM's policy of sensitivity to social gender, an expert from KA-DER (women candidates' supporter association), was consulted on the issue. Upon this consultation, the Seyrek and Kızıltepe Municipalities were also contacted in the context of Local Government and NGO Cooperation in Participatory Democracy project. Both of these municipalities, with their female mayors, expressed that they were willing and volunteer to participate in the project (STGM, 2005) (see appendix G (6) for the explanations about the participation of the Seyrek Municipality to the project). As a result, in addition to Odunpazarı, Gazi, and Kaymaklı Municipalities, Seyrek and Kızıltepe Municipalities, having a female mayor and being from different political background, also participated in the project (Table 3.3). With

the selection of five participant municipalities, the consensus mobilization process of the project was completed.

**Table 3.3:** The ‘Local Government and NGO Cooperation in Participatory Democracy’ and the selected municipalities as participants of the project.<sup>7</sup>

	<b>Gazi (Samsun)</b>	<b>Kaymaklı (Nevşehir)</b>	<b>Kızıltepe (Mardin)</b>	<b>Odunpazarı (Eskişehir)</b>	<b>Seyrek (İzmir)</b>
<b>Mayor of Municipality 2004-2009</b>	Süleyman Kaldırım (AKP)	Abdullah Çekiç (MHP)	Cihan Sincar (SHP)	Burhan Sakallı (AKP)	Nurgül Uçar (CHP)
<b>Geographical locations of the municipalities</b>	North Anatolia 	Central Anatolia 	South-east Anatolia 	Central Anatolia 	East Anatolia 
<b>Project</b>	Local Government and NGO Cooperation in Participatory Democracy				
<b>Year started</b>	2005				
<b>Funded by</b>	European Union				
<b>Project initiators/ Coordinator</b>	STGM				
<b>Major stakeholder</b>	STGM and, municipalities and NGOs active in their localities				
<b>Major focus of the project</b>	building a participatory management in the local				
<b>Role of STGM in the process</b>	extending technical support to civil organizations concerning participatory methods and building civil networks				

### 3.2.2.2.3 Action mobilization process of the project

In the project process, the transition point concerning shift from consensus to action mobilization stage was the selection of the participant municipalities. Following the selection, Kaymaklı was visited; and with the other municipalities telephone calls and e-mail exchanges were completed. The action mobilization stage of the project was completed with the first meeting of the project with participant municipalities (Table 3.4).

<sup>7</sup> Maps which show the geographical localities of the localities are taken from the portal of local municipalities (The portal of local municipalities; date assessed: 05.04.2012).

**Table 3.4:** Action mobilization stage of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project process and the activities in this stage.

Stage of the process	Time	Place	Activity	Participants
<b>Action mobilization</b>	<b>October 26, 2005</b>	Kaymaklı (Nevşehir)	Meeting with the Kaymaklı Municipality in Kaymaklı	Representatives from STGM
	<b>October 2005</b>	Preparatory works (technical and logistical arrangements)		
	<b>October 2005</b>	Telephone calls and e-mail exchanges with the Kızıltepe, the Seyrek and the Gazi Municipalities		
	<b>November 08, 2005</b>	Beyoğlu (İstanbul)	To organize programme first meeting programme is organized	The Beyoğlu Municipality, The Beyoğlu Local-Civilian Unification Center
	<b>November 25 –26, 2005</b>	Beyoğlu (İstanbul)	First meeting of the project with participants municipalities and NGOs in their areas, STGM decide that organize at least two at most four more meetings in the context of the project	STGM The Beyoğlu Municipality, The Beyoğlu Local-Civilian Unification Center, Representatives from five locals’ municipalities and NGOs from these localities
	<b>November 27-30, 2005</b>	The meeting report has been prepared and published from the web site, An e-group has been established.		

**Meeting with the Kaymaklı Municipality:** After the selection of the participant municipalities, STGM personnel went to the Kaymaklı Municipality to visit one of the participant municipalities of the project. With the other three municipalities, except Odunpazarı, telephone calls provided the necessary communication among selected participant municipalities and STGM (see appendix G (7) for the explanation about the participation of the Kaymaklı Municipality to the STGM’ project).

**Meeting with the Beyoğlu Municipality:** After establishing communication with the five selected municipalities, the first meeting was held in the Beyoğlu Local-Civilian Unification Center on November 8, 2005. During this meeting, the method to be followed during the project process was discussed, the time and place of the next meeting was decided on, and then, some decisions were taken concerning the programme of the meeting. In this meeting, a two-day meeting was planned to be held in Beyoğlu on November 25 -26, 2005. Moreover, it was decided to ask the selected participant municipalities for their participation in this first meeting, with two representatives from the municipalities and five representatives from

NGOs in their localities. The Beyoğlu Local-Civilian Unification Center provided all kinds of support for preparation of the programme, arrangement of visits, invitation of experts, and hosting of guest municipalities to the meeting that was held in Beyoğlu (STGM, 2005).

**First meeting of the project:** The first meeting at which all of the participants of the project came together was organized on 25-26 November 2005 in Beyoğlu. During this meeting, the ‘participatory government model’, which was adopted by the Beyoğlu Municipality and Beyoğlu Local-Civilian Unification Center, was discussed and project sites were visited together with all participants of the meeting. During these visits, there were group discussions on building local participatory management and assessing the needs and methods for this endeavor (see appendix G (8) for the explanations of participants about the first meeting).

STGM, as a process designer and initiator had decided to organize such meetings of municipalities and NGOs at least three and at most five times. During the project process, STGM planned to give emphasis to local level capacity building activities. Moreover, in the first meeting, the role of the STGM in the project process was defined as follows; during the meetings STGM will facilitate the process but it will not direct; STGM will cover the costs for organizing the meetings and for the transport and accommodation of participants; STGM will organize capacity building training activities, including joint seminars and workshops on issues such as work management and/or communication for NGOs in the area and local administrations, and even local official organizations, for local NGOs in the participant localities; STGM will share successful examples/outputs to be obtained in the future with other civil organizations and local administrations and academic circles (STGM, 2005). STGM’ impressions from the first meeting are as follows STGM (2005):

- Municipalities and NGOs representatives were very content that such a programme had been developed, and that they were a part of it.
- The fact that the mayor of the Odunpazarı and Gazi Municipalities did not participate in the meeting prevented these teams from getting maximum output from this work.
- When participants came to the meeting they were not very clear about the objective of the meeting. They were subject to an intense flow of information during the meeting. However during the work group activities and with the help of facilitators they had a clear understanding in their mind of what they would do. Those participants that never took the floor spoke and expressed their views. Since work groups were found very useful by the

participants, it would have been more helpful if the work groups came together and worked on the first day as well.

- All the municipalities were very much impressed by the model that the Beyoğlu Municipality applied.
- Owing to local differences, the model applied by the Beyoğlu Municipality was not found very applicable to some municipalities. However, these municipalities pointed out that they were going to try to develop a system applicable in their own conditions.

Moreover, at the end of the first meeting, the following outcomes and suggestions were produced. First, it was decided to continue to work with the Beyoğlu Municipality and the other five municipalities including Gazi, Kaymaklı, Kızıltepe, Odunpazarı and Seyrek. Second, all the participant groups stated that they were going to share the information and experience obtained during the meeting with relevant people and institutions upon returning to their localities. Third, the meeting was found very useful and it was decided to continue to hold such meetings and create a network. Fourth, it was decided to hold the second meeting in April 2006 in Gazi or Kaymaklı. Fifth, all the participant groups requested support from the STGM concerning the issues of training and project. Moreover, some NGOs said they hesitated to cooperate with municipality at the beginning and had some doubts, but that their ideas were changed during the meeting and they believed a fruitful cooperation could be made with municipality. And last, it was requested to transform the outcomes of the meeting into a report, and to distribute it afterwards (STGM, 2005).

Furthermore, in the meeting, participant municipalities defined their expectations from the STGM were creating an e-mail group for the networking activities, supporting the localities concerning the issues of training and project, and holding the meetings as round table meetings over three days (STGM, 2005).

**Post-meeting activities:** After the meeting, the meeting report was prepared and published on STGM' web site and an e-group were established to facilitate communication among the participants of the project. After the first meeting, the action mobilization stages of the localities were started separately. Therefore, I will discuss the processes in these localities one by one, after introducing the planning and monitoring stage of the project in two parts as the planning and monitoring stage between the first and the second meetings and the planning and monitoring stage between the second and the third meetings.

**Table 3.5:** Planning and monitoring stage of the project process between the first and the second meetings.

Stage of the process	Time	Place	Activities	Participants
<b>Planning Process</b> (Decision making process)	<b>Dec. 2005-</b>		Following up and encouraging the discussions within the e-group.	STGM
	<b>May 2006</b>		Decision making-planning process for each cases	Five localities separately
	<b>February 13-14, 2006</b>	Odunpazari (Eskişehir)	Problem analysis, Stakeholder analysis, SWOT analysis activity Activity was shaped depend on the dominant problems of Odunpazari	Representatives from STGM, Representatives from the Odunpazari Municipality Representatives from NGOs in Odunpazari
	<b>March 22-23, 2006</b>	Mardin (Kızıltepe)	Capacity Building Training (Joint projects, cooperation methods and conditions, NGO Management, Strategic Planning and EU and Civil Society) for capacity building of the participant municipalities and NGOs, Problem analysis meetings, Working on ‘common project and the prerequisites for foundation of cooperation’, Study is shaped depend on the dominant problems of Kızıltepe	Representatives from STGM, Representatives from the Kızıltepe Municipality Representatives from NGOs in Kızıltepe (20 representatives from NGOs and the Municipality of Kızıltepe attended the meeting)
	<b>April 4, 2006</b>	Kaymaklı (Nevşehir)	Problem analysis, stakeholder analysis and SWOT analysis activity in one of the participant municipalities, Study was shaped depend on the dominant problems of the region,	STGM Project team, Representatives from the Kaymaklı Municipality, Kaymaklı population
	<b>April 12, 2006</b>	İzmir (Seyrek)	Problem analysis, stakeholder analysis and SWOT analysis activity in one of the participant municipalities: Study is shaped depend on the dominant problems of the region problem analysis meetings Working on working on “common project/ the prerequisites for foundation of cooperation”	STGM Project team, Representatives from the Seyrek Municipality, Seyrek population



**Table 3.5:** Planning and monitoring stage of the project process between the first and the second meetings (cont'd).

Stage of the process	Time	Place	Activities	Participants
	<b>May-June 2006</b>		Working with an expert for the preparation of an action plan and methodology of the “improvement of NGO involvement in local decision bodies” seminars. Preparatory works for the second meeting in Kaymaklı Nevşehir in 20-22 June 2006.	
<b>Monitoring meeting</b>	<b>June 20-22, 2006</b>	Kaymaklı (Nevşehir)	Second meeting of the project with participants municipalities and NGOs in their areas	Representatives from STGM, the Beyoğlu Municipality and the Beyoğlu Local-Civilian Unification Center, the Çanakkale Municipality and the Çanakkale initiative, five locals’ municipalities and NGOs in their contexts
	<b>June 2006</b>		After the second meeting STGM has decided to exclude the Gazi Municipality from the project since they failed to involve NGOs in the region in this study.	
	<b>July 2006</b>		The meeting report has been prepared and published from the web site.	

#### 3.2.2.2.4 Planning and monitoring stage of the project between the first and the second meetings

Although, in most of the participatory projects, the planning stage was continued after the monitoring stage, due to the structure of the project and the defined role of the STGM in the process, whereby no planning and/or decision making roles were to be undertaken by STGM, no planning stage was defined for the project as a whole. However, STGM participated in almost all of the localities’ planning stages by giving technical and educational support. For this reason, in this part I will introduce other two main meetings and other activities such as capacity development, educational activity; problem analysis and strategic planning that were organized and supported by STGM (Table 3.5). Moreover, during the process between the first and second meeting, STGM worked with an expert to review the outcomes of the meeting, for the preparation of an action plan and methodology for the ‘improvement of NGO involvement in local decision bodies’ in May-June 2006.



STGM team and expert discussed the realized developments as a situation assessment after the first meeting. The assessments can be categorized into three groups as follows (STGM, 2006):

- In terms of the number of NGOs in the localities, the localities were divided in two groups. The first group included Odunpazarı and Gazi Municipalities. As there were sufficient NGOs in both of these localities, the municipalities did not seem to have assumed ownership of the process. The second group included Kızıltepe, Kaymaklı and Seyrek Municipalities. As opposed to the first group, these municipalities had the desire to own the process, but there were not enough NGOs, in terms of their number and capacity, to support the desire of municipalities. Therefore, it was decided to give special support to both groups of municipalities.
- The participant groups could not understand the rationale of cooperation. Especially the model of Beyoğlu removed the participants from the aim of cooperation to establish a new foundation in the municipality. Therefore, it was decided to show different implementation models to the participant localities.
- Some of the participants did not understand the role of STGM in the project process. STGM would rectify this by developing special support for each participant locality.

During this period, STGM and an expert prepared for the second meeting and took some decisions including to organize a meeting with representatives from municipalities about their expectations from NGOs, a meeting with representatives from NGOs on their expectations from municipalities, and a meeting to determine the implementation steps. As a third study in the second meeting, in order to determine strategies it was decided to work with these five localities in two groups; Odunpazarı and Gazi forming one group, the other three municipalities Kızıltepe, Kaymaklı and Seyrek the other. Moreover, it was decided to invite the Beyoğlu Municipality and the Çanakkale Municipality, which was another successful example in local government NGOs cooperation, to the meeting. Furthermore, it was decided to ask the five participants municipalities to make a presentation, which would help to explain what they had undertaken in their localities since the first meeting (STGM, 2006).

**Second meeting of the project:** After the preparation process, the second meeting of the project was held in Kaymaklı on June 20-22, 2006. In addition to participation of participant municipalities and STGM, there were other participants in this meeting including the

Çanakkale Municipality, Çanakkale Civil Initiative, Beyoğlu platform and experts mostly from universities. In this meeting, first, officers from municipalities and representatives of NGOs made a situation analysis with regard to developments taking place in their respective localities as a result of the first project meeting. Second, as leaders of a success story, the Çanakkale Municipality and Çanakkale Civil Initiative shared their experience. As another successful experience Beyoğlu was discussed with guests from Beyoğlu Local-Civilian Unification Center, from the point of civil society. The Çanakkale and Beyoğlu models with their characteristics depending on their scale and their own practices became a source of knowledge for the participant groups. Moreover, the discussions on these two successful cases created a possibility for both the municipalities and NGOs to see the benefits that can arise from cooperation (STGM, 2006).

After the session of sharing experiences, in the following two days of the meeting two different group activities were realized. In the first group activity, local municipalities and NGOs were divided in two groups as local municipalities' group working and NGOs' group working. Both the representatives from municipalities and NGOs worked to identify their expectations from each other. Their respective thoughts and experiences about partnership were then presented by the participants. In the second group activity, the participants focused on designing a future 'road map' for the development of local government and NGO relations in their own localities. Each of the localities developed their own road map with the participation of representatives from municipalities and NGOs through group activities. In order to design the road maps of the localities, the municipalities were divided in three groups based on their common characteristics as Kızıltepe; Odunpazarı & Gazi; and Kaymaklı & Seyrek. Although it was decided that Kızıltepe would be a part of the group with Seyrek & Kaymaklı, because of their significantly different problems and necessities, the STGM team decided to work with Kızıltepe separately. After the road map designing session, the meeting concluded with an evaluation of the concrete achievements of the sessions, and sightseeing activities (STGM, 2006).

As a result of the second meeting of the project, it was seen that local municipalities and NGOs in different regions of Turkey had a chance to share their knowledge and a chance to develop relationships. In this meeting, dialog and communication among participants was strengthened and the necessary conditions for mutual knowledge and experience sharing existed. During the regional evaluation activity, while the Seyrek, Kaymaklı and Kızıltepe Municipalities defined abstract implementation steps, the Gazi and Odunpazarı

Municipalities established the theoretical background for their studies in their localities (STGM, 2006).

At the end of the meeting it was decided that project meetings would be organized every six months. During this six month period, STGM followed and supported the implementation process of the municipalities' road maps. Moreover, STGM provided all kinds of support to the municipalities in terms of motivation and facilitation of the processes. Furthermore, it was decided that the third meeting would be organized in Kızıltepe. According to STGM (2006), as a general observation at the end of the second meeting, both the STGM team and the participants thought that the event was successful; it created an impact that had surpassed expectations. Additionally, a number of unforeseen multiplier effects were created.

**Post-meeting activities:** After the meeting, a report was prepared and published on the STGM' web site. Moreover, STGM decided to exclude the Gazi Municipality from the project because they failed to involve NGOs in their process. Upon the exclusion decision of the Gazi Municipality, STGM' coordinator wrote a letter to the mayor of the municipality in order to formally explain the reasons for the exclusion decision in November 2006 (see appendix G (10) for the explanations about the exclusion of the Gazi Municipality from the process).

#### **3.2.2.2.5 Planning and monitoring stage of the project between the second and third meetings**

After the second meeting the STGM team organized and supported activities including capacity development, education, problem analysis, and strategic planning (Table 3.6). During the process between the second and the third meetings, STGM started to extend technical support to civil organizations in each of the four participant localities concerning capacity development education, conflict resolution and communication workshop, and strategic planning activities. Six activities were organized in three localities prior until the third meeting in April 2007. These were held in Odunpazarı, (June, 2006); Seyrek, (August & December, 2006); Kızıltepe, (December, 2006); and in Odunpazarı, (February & March, 2007). NGOs, representatives, and officers from municipalities participated in these activities and workshops in different contexts based on the dominant problems of localities. After the studies and workshops in the three participant municipalities, preparatory works were also completed for the third meeting of the project.

**Table 3.6:** Planning and monitoring stage of the project process.

Stages of the process	Time	Place	Activity	Participants
Planning Stage of the process	June 24-26, 2006	Odunpazarı (Eskişehir)	Tailor-made Capacity Building Training was conducted at Eskişehir, Three days capacity development education,	Representatives from STGM & from the Odunpazarı Municipality & 43 representatives of NGOs from ESYO,
	August 25-27, 2006	Seyrek (Izmir)	A study to determine the role of local administrations in developing the civil society and the development potential in Seyrek, A draft report has been prepared and submitted to STGM accordingly,	Two experts from STGM Representatives from NGOs in the local & from the Seyrek Municipality
	December 23-24, 2006	Seyrek (Izmir)	Workshop to share and discuss the results of the previous situation analysis study, The draft report has been updated and submitted to STGM in January 2007	Two experts of STGM, citizens, Local NGOs from the town and the Municipality
	December 25-26, 2006	Kızıltepe (Mardin)	Conflict resolution and communication workshop,	Representatives from STGM & from NGOs in the local & from the Kızıltepe Municipality
	January-February 2007	A web site has been designed and activated for “Local Administration and NGO Cooperation in Participatory Democracy” Program		
	February 15, 2007	Odunpazarı (Eskişehir)	Preliminary meeting for Strategic planning in Eskişehir with ESYO Platform	Representatives from STGM, from Municipality Foundation of ESYO
	March 30-31, 2007	Odunpazarı (Eskişehir)	Two days strategic planning study	Representatives from STGM & ESYO & Municipality
	March 2007	Preparatory works (technical and logistical arrangements) for the third “Local Administration and NGO Cooperation in Participatory Democracy” Meeting in Mardin on 25-26-27 April 2007		
Monitoring meeting	Nisan 25-27, 2007	Kızıltepe (Mardin)	Last meeting organized by STGM	Representatives from STGM

**Third meeting of the project:** The third and final meeting of the project was organized in Kızıltepe on April 25-27, 2007. This meeting was realized with participant groups from Kızıltepe, Odunpazarı, Kaymaklı and Seyrek, and experts mostly from universities. Following of the exclusion of the Gazi Municipality, studies and activities were conducted with the four remaining municipalities. In this meeting first, issues such as the importance of NGOs for local municipalities and how NGOs can participate in decision making processes were discussed. Second, participant municipalities and NGOs in the localities explained and discussed the developments in their localities after the second meeting and they evaluated the situation. Then, gender based approach and civil society, and ecological based approach were explained by experts and discussed with the participants. After the presentation and discussions, the road map developing activity was realized with representatives and NGOs from each group. The groups from each locality designed and presented their road maps. Then, with a general evaluation, the third and the last meeting of the project was completed. As it was the last meeting of the project, the processes of four participant municipalities would continue independently, without the support and cooperation of STGM.<sup>8</sup>

After presenting the project process with its stages and activities and meetings in these stages, I will present the contextual settings and the participatory processes of the participant localities including Gazi, Kaymaklı, Odunpazarı, and Seyrek.

### **3.3. Contextual Settings of the Participants Localities of the Case Project and Their Participatory Processes as Case Participatory Processes of the Study**

The case participatory processes of the present study were conducted in Gazi, Kaymaklı, Odunpazarı, and Seyrek which were the participants in the ‘Local Government and NGO Cooperation in Participatory Democracy’ project. These four localities cover a wide range of geographical, social, cultural, historical and political contexts (Figure 3.2). In the following sections of this chapter I will present all of the case processes and contextual settings of the localities where the processes were conducted. However, before looking at the localities in detail, I will generally describe their development in terms of socio-economic level and civil society activity in terms of the number of NGOs present, their activeness and the establishment of LA21. This will illustrate some key differences between the localities. In comparing the developmental levels of the case localities, I referred to the report of the State

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<sup>8</sup>After the third meeting, between May-June 2007 Strategic Planning studies were realized in Odunpazarı which were supported by STGM. However, it was because of the other project partnership of the STGM and Odunpazarı Municipality.

Planning Organization (DPT) which was prepared based on the administrative structure of the year 2000.<sup>9</sup> Second to compare the developmental level of civil society in the case localities, I present the number of NGOs, their activities and the establishment of the LA21.



**Figure 3.2** The geographical locations of the four case areas of the present study.

The most developed participant case locality was Odunpazarı, which is a central-metropolitan district of Eskişehir. According to DPT report, central district of Eskişehir was ranked 7<sup>th</sup> in terms of development of 872 districts across Turkey less those from the metropolitan areas of Istanbul, Ankara and Izmir. Odunpazarı is placed in the first development category. The second most developed district, Gazi is a central-metropolitan district of Samsun. The central districts of Samsun which include Gazi were ranked 25<sup>th</sup> in order of development. Gazi is placed in the second development category. The third most developed district is Kaymaklı sub-district municipality, which is a central district of Nevşehir. According to the report, the central districts of Nevşehir was ranked 89 and placed in the second developmental category. The least developed project participant is Seyrek, a sub-district municipality of Menemen, which was ranked 142 of 872 districts. Seyrek is placed in the second developmental category.

First, in the research of DPT (2004), the concept of development was defined both in terms of economical developments such as the enlargement of physical capacity and income, and

<sup>9</sup>It is important because two of the case localities of the present study were cancelled in 2009. However, the report published in 2004 reflect the socio-economical situations of the case localities when the STGM' conducted the case project.

in terms of social development level, which reflects the distribution of economic development with the social groups, income groups and regions, and social and cultural accumulation. In order to determine the socio-economical development levels of district, indicators were used which were evaluated as the reasons and/or results of the development, within three main groups as social indicators, economical indicators and the other welfare indicators.<sup>10</sup> To determine development levels in Turkey, 872 districts comprising those not located in the metropolitan municipalities of İstanbul, Ankara and İzmir, were evaluated based on the governmental division of the year 2000 (DPT, 2004). Districts were categorized into six groups based on their development levels. In this part, I will present the developmental levels of the four case localities of the present study and the cities in which the case districts are located (Table 3.7).

**Table 3.7:** The developmental levels of the case localities of the present study.

Case localities	City where the case localities is located	District	The development level of the case districts among the 872 districts of Turkey	The development category of the cities in which case localities locate
<b>Odunpazarı</b>	Eskişehir	Central	7	1
<b>Gazi</b>	Samsun	Central	25	2
<b>Kaymaklı</b>	Nevşehir	Central	89	2
<b>Seyrek</b>	İzmir	Menemen	142	2

Although, while Odunpazarı is located in the first, and Gazi, Kaymaklı and Seyrek are in the second development level, the situations of Kaymaklı and Seyrek differ from Gazi. While both Odunpazarı and Gazi are located in the city center and they were metropolitan central districts, Kaymaklı is a sub-district municipality of the Nevşehir Municipality and accorded the same level as Nevşehir center.<sup>11</sup> A similar difficulty arises when trying to determine the developmental level of Seyrek which is part of the Menemen Municipality yet Menemen

<sup>10</sup> These thirty-two indicators were determined in the district level and selected among the many other indicators according to evaluation on their consistency and trustability. All of these indicators are categorized into three main groups as social indicators, economical indicators and the other welfare indicators. First, social indicators included demographic indicator, employment indicator, education indicator and health indicator. Second, the economical indicators included indicators related to production, financial indicators. Third the economical indicators included the amount of the phone for each households and the number of the houses with piped water system.

<sup>11</sup> Although, there are not specific date for Kaymaklı, looking to the other district of Nevşehir including Ürgüp, Avanos, Hacıbektas, Derinkuyu, Gülşehir, Kozaklı and Acıgöl from the most to least they are listed between the orders 192 and 751. Therefore, although there are not any statistical data to support the idea, Kaymaklı could be listed between the 89 and 751 orders which refer to the category from three to five.



center and Seyrek do not share the same level of development.<sup>12</sup> However, since there is not specific data for both Kaymaklı and Seyrek, these localities development levels are evaluated as Nevşehir city center and Menemen.

**Table 3.8:** The development level indicators and the case areas of the present study.

	<b>Eskişehir center (Odunpazarı)</b>	<b>Samsun center (Gazi)</b>	<b>Nevşehir center (Kaymaklı)</b>	<b>Menemen (Seyrek)</b>
<b>INDICATORS</b>	Number and ratio (the order among the 872 districts)			
Population	519 602 (10)	437 189 (13)	105 078 (117)	114 457 (100)
Urbanization ratio (%)	92,92 (8)	83,07(30)	64,58 (136)	40,26 (466)
The increasing rate of population (%)	14,91 (257)	16,88(232)	19,10 (202)	40,88 (47)
The density of population	195 (80)	591(10)	196 (77)	165(110)
The ratio of household dependency	41,49 (840)	47(765)	54,05 (562)	55,71 (498)
The average household size	3,49 (819)	4,06(666)	4,18 (637)	4,09 (659)
The ratio of the employees in agriculture sector (%)	12,64(869)	25,31( 850)	50,20 (733)	57,86 (685)
The ratio of the employees in industry sector (%)	26,21(23)	12,55 (102)	7,84 (220)	13,73 (89)
The ratio of the employees in service sector (%)	61,15(24)	62,15 (21)	41,96 (102)	28,41(238)
The ratio of unemployment (%)	10,58(119)	12,44 (76)	6,31 (326)	4,76 (478)
The ratio of the literate (%)	94,24(17)	91,42 (101)	90,08 (155)	87,34 ( 311)
The ratio of infant deaths (%)	37,19(483)	39,99 (416)	34,15 (578)	47,80 (230)
The general budget income per person (TL)	306,747 (33)	272,101 ( 38)	136,439 (102)	17,292 (645)
The ration of the tax incomes (%)	0,73746 (7)	0,33110 (18)	0,05488 (113)	0,05169 (119)
The ratio of the agricultural production in Turkey (%)	0,24495(108)	0,12537 (245)	0,37860 (52)	0,31078 (76)

Bearing in mind the different situation of Kaymaklı and Seyrek, which are less developed than the districts in which they were evaluated, comparing the four case areas of the present study reveals that case areas are very different from each others, as it is seen in Table 3.8.

<sup>12</sup> Although there is not specific date for Seyrek, looking to the other district of Menemen under its development levels, there were Tire, Bergama, Ödemiş, Bayındır, Kınık, Beydağ and Kiraz. From the most to least they are listed between the 174 and 644 orders. Therefore although there are not any statistical data to support the idea, Seyrek could be listed between the orders 142 and 644 which refer to the category from 3 to 5.



The Table displays the four case district of the present study with their ratio and values to the indicators, which were a part of the indicators, were used to determine districts development levels in 2004. Based on the indicators the four localities could be categorized into two groups as Odunpazarı and Gazi, and Kaymaklı and Seyrek. While the characteristics of these two group cases are very different, the cases in the same groups show similar characteristics.

Second, the developmental level of civil society in the case localities will be presented. To do this, I will present the number of the active NGOs, the establishment of the LA21 and City Council in these localities. According to Republic of Turkish Ministry of Interior,<sup>13</sup> there are over ninety thousand active NGOs in Turkey.<sup>14</sup> Looking at the distribution of NGOs in the cities, where the case localities are located, the number of NGOs were as follows: İzmir 4997 (5,47%), Samsun 1707 (1,86%), Eskişehir 1052 (1,15%) and in Nevşehir 346 (0,37%) (the official page of T.C. Ministry of Interior, date assessed; 06.06.2012). While Samsun is in ninth order, Eskişehir is in twenty-first order in terms of the number of NGOs active in those cities when compared to the 81 cities of Turkey (Table 3.9). However, the number of NGOs in all the case localities differ to those of the cities where the case districts are located. While İzmir is ranked third in terms of the number of NGOs in Turkey, no NGO was thought to be active in Seyrek when the project process was started in 2005. Today, there is still no NGO in Seyrek. Like Seyrek, there were no NGOs in Kaymaklı when the project process was started. However, after becoming a participant of the STGM project, an NGO was founded in Kaymaklı. On the other hand, being central districts there are many NGOs in Odunpazarı and Gazi districts.

In addition to the number of active NGOs, the number of City Councils is also thought relevant to understanding local conditions for partnership. The first City Councils were founded in the Turkish cities as part of the LA21 program including İzmir and Eskişehir after 1996, with the name of LA21 or City Council, City Chamber, City Parliament, or City Congress. The idea was then diffused to other cities, (Coşkun, 2007). The enlargement of LA21 created a need for a legal arrangement and the first of these was realized with the municipality law in 2005 (number: 5393, issue 76 called 'city council'). City Council thus became a legal obligation and gained legal status, whereas previously the foundation of a

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<sup>13</sup> The statistics was updated on June 1, 2012.

<sup>14</sup> Looking at the distribution of NGOs among the Turkish cities, İstanbul is in the first order with 18286 NGOs, Ankara is in the second order with 8739 NGOs and İzmir is in the third order with 4997 NGOs. According to these number, 20,03 % of the NGOs of Turkey is founded in İstanbul; 9,57 % is founded in Ankara; and 5,47 % is founded in İzmir.

City Council depended on the desires and activeness of citizens and mostly the managers of the city.

**Table 3.9:** The numbers of NGOs (2012) <sup>15</sup> and the foundation of LA21 in the case localities.

Case locality	Cities where case localities locate	Number of NGOs		Foundation of the city council in the case district	Foundation of the LA21 and City Council in the cities
		In the city	In the locality		
<b>Odunpazarı</b>	Eskişehir	1052		not established	early participant of the Local Agenda21 after 1996
<b>Gazi</b>	Samsun	1707		when it was cancelled in 2009, the City Council was not founded	a participant of Local Agenda21 before it became a legal obligation, however City Council did not established
<b>Kaymaklı</b>	Nevşehir	346	1	the City Council was founded in the first half of 2005	a participant of Local Agenda21 before it became a legal obligation,
<b>Seyrek</b>	İzmir	4997	0	when it was cancelled in 2009, the City Council was not founded	early participant of the Local Agenda21 after 1996

Kaymaklı is the only case locality where a City Council was established before becoming a participant in the project. The City Council of Kaymaklı was established in the first half 2005. The other participant municipalities of the present study did not establish City Councils in their localities. The legal entities of the Gazi and Seyrek Municipalities were also cancelled before the foundation of the city council became a legal obligation. In sum, among the four participant municipalities, Kaymaklı is the only one to establish a City Council.

Eskişehir and İzmir Metropolitan Municipalities were early participants of the LA 21 and later Nevşehir and Samsun became a participant of the LA21 before it became a legal obligation in 2005. Today, the form of City Councils that arose from LA21 in the İzmir

<sup>15</sup> These number includes the associations which related to religious, sport, cooperation, development, professional cooperation, social life, friendship (dostluk), culture, health, public works (imar), environment, social, civil rights, youth, charities, others, students and international activities (from the most number to the least).

Metropolitan Municipality, the Eskişehir Metropolitan Municipality and the Nevşehir Municipality conduct their activities and meetings more or less actively, while a City Council was not founded in Samsun.

In parallel to their contextual differences, which are were presented with their socio-economical development levels and activeness of civil society, the participatory processes of these localities were also different from each other, despite the similarities that were coming from being a participant of the same project. In the following parts, I introduce each locality in terms of their settings and participatory processes within the context of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project. In this part, I also aim to reveal the participatory processes of each locality from the point of view of the social actors, by introducing contextual settings and especially the participatory processes with the subjective descriptions of interviewees. Moreover, in accordance with the aim of the study, the different thoughts and in some cases conflicting perspectives of social actors are revealed. The subjective descriptions of interviewees help to clarify the otherwise invisible reasons for situations and acts of participants in the processes, while also presenting a range of opinion on the participatory processes in their locality.

### **3.3.1 Contextual settings of Gazi and its participatory process**

#### **3.3.1.1 Contextual settings of Gazi**

Gazi was a central district of Samsun before the cancellation of the municipality. Samsun is the biggest metropolitan city of the Black Sea region located in north Anatolia. The population of the Gazi Municipality was 139962 in 1997 and 136532 in 1990 (the portal of local municipalities; date assessed: 05.04.2012). The last mayor of Gazi Municipality declared that the population was 170.000 in the 2000s within its 26 neighborhoods. Comparing it to the population of the Samsun city center based on data of DPT (2004), the population of Gazi was about one third. However, in 2009, with the Metropolitan Municipality law (no. 5747, ratified on 22.03.2008), the legal entity of the Gazi Municipality was cancelled and merged with İlkadım Municipality with all its neighborhoods. An explanation of this process is in (appendix H (1)). With the closure of the Gazi Municipality it became necessary to introduce the contextual setting of Samsun and the İlkadım Municipality, which includes the former Gazi Municipality.

The İlkadım Municipality is one of the biggest metropolitan areas of Samsun and a center for trade, industry and cultural activities. According to archeological researches and investigations; the history of İlkadım goes back to the Calcolite and Copper ages. In the period when the Greek colonies were founded in Anatolia, a small settlement called Amisos was established by the population of Miletos, which was an Ionian city state. This was followed by the Roman and Byzantine empires until 1071 when the area came under the rule of Melik Danişment Gazi and his principality following the battle of Malazgirt. In 1413, it joined the Ottoman Empire. With the proliferation of tobacco planting and introduction of steamships in the Black sea, in the 19<sup>th</sup> century it started to develop in economic and social terms. In 1869, it was mostly destroyed by fire and re-built and resumed its role as a rich trade center (from the website of the İlkadım Municipality; date assessed: 30.03.2012).

The economy of Samsun is mainly based on the agriculture sector with significant production in areas including the Bafra and Çarşamba plains. Other sectors of importance to the local economy include industry and tourism. While Samsun has potential in terms of sea, land, air and railway transportation, the city has been unable to develop these services to a satisfactory level, as stated in the Official web site of the Metropolitan Municipality of Samsun (Official website of Samsun Governorship; date assessed; 06.06.2012).

According to DPT (2004) Samsun was the 14<sup>th</sup> most developed of 81 cities of Turkey. However, in 2011 it had declined to the rank of 21. Gazi as a case of the present study was a central district of Samsun. Therefore, to present the development level data of Gazi, I will present Samsun center results. Moreover, in the present study, to emphasize the contextual differences between the case localities, the data of 2004 are used since 2004 is a closer date to the start of the STGM project. Looking to the developmental level of the districts, Samsun center is in the 30<sup>th</sup> order for urbanization; 91,42 % of the Samsun center population was literate; and the general budget income per person was 272.101 (TL). While 25,31 % of Samsun center population worked in agriculture sector; 12,55 % worked in industry; 62,15 % in the services sector; and 12,44% were unemployed (Table 3.8).

The Gazi Municipality was established in 1994 and after its foundation three different mayors performed the role of mayor of the municipality. The last mayor of the Gazi Municipality was Süleyman Kaldırım (AKP) during the 2004-2009 period, before the merging of the Gazi Municipality and the İlkadım Municipality. In his period Gazi became a participant of the ‘Local Government and NGO Cooperation in Participatory Democracy’

project. According to the mayor of the municipality and his advisors, before being a participants of the project, tendency towards a civil society and relations with civil society started to develop mostly under the name of a social project<sup>16</sup> (appendix H (2) displays the explanation of the last mayor of the Gazi Municipality on the management history of the municipality in terms of participatory practices). According to the mayor, there were not any participatory practices in Gazi before his period. However, while the mayor was explaining the participatory practices in Gazi, the aims with these projects, and the importance of participation and participatory decision-making processes, he declared that participation and the participatory decision making process is very important (appendix H (3) displays explanation of the mayor on the importance of participation and participatory decision-making processes). Although during his term there were some initiatives as social project including participatory practices, the mayor's words on participation and the importance of participation reveal 'how he conceptualizes and sees participation'. Explanation of the mayor, on the importance of participation and participatory decision-making processes show that he accepted participation as a means to an end (appendix H (4) displays explanation of the mayor, which shows his view about participation).

The mayor explained the desire to participate in the project by describing activities, which were developed during his period in office, in terms of participation and social projects. According to the mayor, while they were working to gather NGOs together under the roof called 'NGOs coordination centers', his team saw the project announcement and wanted to be a participant of the project (appendix H (5) displays explanation of the mayor on their desire to participate in the project). Interviews with the mayor and his advisors showed that there were some practices on NGOs & Municipality cooperation in Gazi before their participation in the project, but these practices mostly focused on the social groups such as the disabled, women, youth and martyr and veteran families' separately.<sup>17</sup> In the following part, I will present the participatory process of Gazi in the case of the 'Local Government and NGO Cooperation in Participatory Democracy' project.

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<sup>16</sup> Since there are not any written documents on participatory experiences and participation history of Gazi Municipality, I will introduce their experiences and studies based on the interview with the mayor of Gazi Municipality and his advisors who were in the center of the participatory practices.

<sup>17</sup> Nevertheless, because of the lack of written documents about the participatory practices of the Gazi Municipality, I could not give dates or any details of the organizations and activities before the project process.

### 3.3.1.2 Participatory process of Gazi

In this part, the participatory process of Gazi from the beginning to the end is presented within the context of the project process. The participatory process of Gazi started with the application of the Gazi Municipality to being a participant of the project and ended with its exclusion from the project (Figure 3.3). During the participatory process of Gazi, the only conducted activity was the conference with the mayor of the Beyoğlu Municipality. The partnership of the Gazi Municipality to the project produced no tangible outputs and spatial outcomes (Table 3.10).

On October 19, 2005, STGM announced the ‘Local Government and NGO Cooperation in Participatory Democracy’ project proposal on the Internet and an advisor of the mayor applied to this project which he had incidentally seen on the Internet (appendix H (6) displays explanation of the mayor and his advisor on the application process of the Gazi Municipality to the project).

**First meeting of the project:** After the selection of participant municipalities, STGM talked with representatives of the Gazi Municipality by phone in October 2005. Then, the Gazi Municipality was invited to the first meeting in Beyoğlu with representatives of NGOs and the municipality along with the mayor of the municipality, through which the consensus mobilization process was started for the Gazi Municipality. During the consensus mobilization process, although the advisor of the mayor who was responsible for this project claimed that they invited NGOs from different parts of society, none of the participants from NGOs heard about the invitation of other NGOs (appendix H (7) displays the explanations of interviewers on the consensus mobilization process of the Gazi Municipality). Upon the invitation of STGM to first meeting, six participants, three from NGOs in Samsun and three from municipality, participated in this meeting. The mayor did not participate in this meeting or the following meeting, but sent his advisor in his stead. At the end of the first meeting, it was decided to hold the second meeting in Gazi or Kaymaklı, as was the desire of the representatives from these municipalities (appendix H (8) displays the experiences of Gazi group’ participants in the first meeting). As a result of the first meeting, STGM decided to continue to work with the Gazi Municipality as one of the participant municipalities.



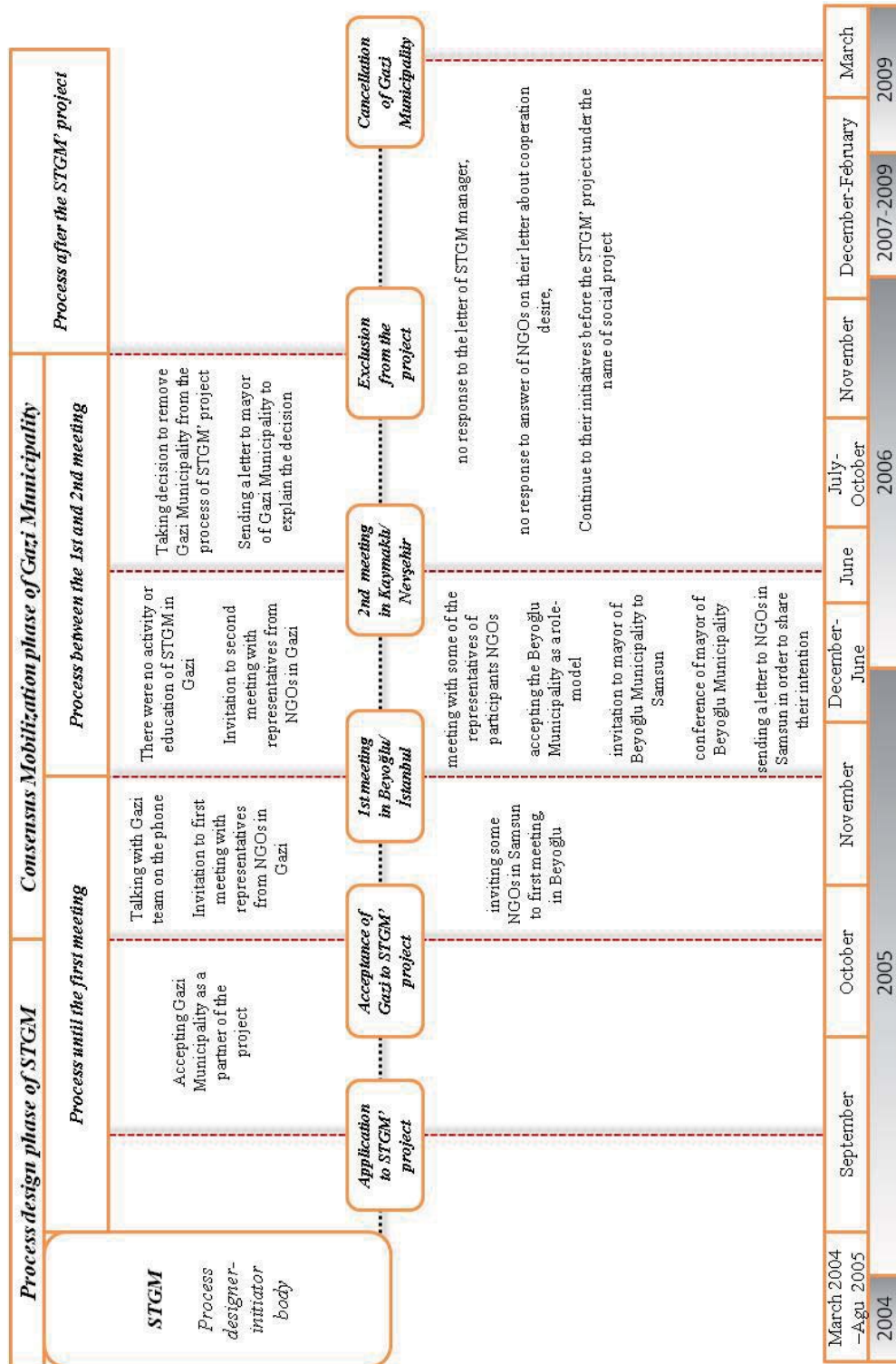


Figure 3.3 The participatory process of Gazi in the case of the ‘Local Government and NGO cooperation in Participatory Democracy’ project.

**Table 3.10:** The activities & studies, outputs and outcomes of Gazi' process.

Time	Activity	Output	Outcome
<b>The first meeting of STGM' Project in Beyoğlu on November 2005</b>			
Process between the first& second meeting	The conference of Beyoğlu Mayor "Ahmed Mishab Demircan"	-	Invisible social outcomes
<b>The second meeting of STGM' Project in Kaymaklı on April 2006</b>			
Process after the second meeting	The exclusion of the Gazi Municipality from the STGM' project		

Moreover, as the other participant groups, Gazi group declared that they will share their knowledge and experience that were gained in the meeting, with the related organizations, institutions, and persons. In addition, as with other participant municipalities, the group from Gazi desired educational and technical support from STGM to participate in the project. However, it was declared by STGM that the non-participation of the mayor of the Gazi Municipality in the meeting prevented the team from getting maximum output from this work (STGM, 2005).

**The process between the first and the second meeting of the project in Gazi:** After the first meeting, participants of Gazi returned to their locality with the outcomes of this meeting. However, although the participatory process aimed to conduct with the participation of representatives of NGOs in the locality, according to participants, there was not any meeting related to the project in Gazi after the first meeting. Only one of the participants of Gazi group, who participated in the first meeting, claimed that they came together after the Beyoğlu meeting once in Gazi. Moreover, the group who participated in the first meeting severed their connection with the Gazi Municipality. However, the reasons for this differ according to the views of each participants (see appendix H (9) for what the participants of Gazi group in the Beyoğlu meeting say related to activities that were conducted in Gazi after the Beyoğlu meeting). The explanations of participants from Gazi reveal that the representatives of NGOs, who participated in the first meeting, expected to see interest from municipality in order to develop sense of ownership on the process. However, their explanations show that they could not see any interest which would help them to develop sense of ownership and so they did not follow the process.

On the other hand, all of the participants said that following the first meeting Ahmet Misbah Demircan, as the mayor of the Beyoğlu Municipality, came to Samsun to give a conference. As it was stated by the respondents, instead of STGM and other participant municipalities,



the Gazi Municipality preferred to develop a close relationship with the Beyoğlu Municipality. As an outcome of this relation, the mayor of the Beyoğlu Municipality was invited to Gazi (see appendix H (10) for what the participants of Gazi group said related to the relationship of the Beyoğlu and Gazi Municipalities).

During the process leading up to the second meeting of the project, there was only one meeting with some of the participants of the first meeting, and the conference given by the mayor of the Beyoğlu Municipality. On the other hand, although there were some activities such as problem analysis, stakeholder analysis and SWOT analysis, supported by STGM in the other participant municipalities, none was undertaken in Gazi. Moreover, although the advisor of the mayor wanted to organize the second meeting in Gazi, it was decided for this to be held in Kaymaklı. Upon this decision, the Gazi Municipality was invited to the second meeting with the representatives of NGOs along with the mayor of municipality. However, the Gazi group, who participated in the second meeting, was represented by only three persons, all of whom were advisors to the mayor (appendix H (11) reveals what the advisors of mayor who participated in second meeting said about their participation in the meeting and the process until this meeting).

**Second meeting of the project:** At the second meeting in April 2006 in Kaymaklı, three advisors of the mayor participated without any representatives of NGOs from Gazi. Therefore, the situation of the group coming from Gazi was different from the other groups. It showed the weaknesses of the dialogue between the civil sector and the local government in Gazi. According to YADA (2007), municipal representatives stated that despite numerous invitations, they could not convince NGOs to cooperate in the dialogue process. Moreover, during the meeting, participants from Gazi blamed the civil sector for ignoring their good-willed approach (YADA, 2006). During my interview with the mayor and his advisors, they argued that they had a good-willed approach toward NGOs, but NGOs had ignored their approaches. However, one of the advisors confessed that this explanation was only given to shield the personnel of the Gazi Municipality from criticism (see appendix H (12) for what the mayor and his advisor say about their good-willed approach toward NGOs and their perception of NGOs' responses).

In the second meeting, municipalities were grouped according to their characteristics and the Gazi group worked to determine a strategy to realize the project aim with the Odunpazarı group. In terms of the municipalities' scales and capacities, compared to the other participant

municipalities, both Gazi and Odunpazarı were larger. Therefore, these two municipalities worked together for the group activity. During this activity, the municipalities, first, focused on issues related to education. They planned to do a need analysis study and based on this study they decided to plan a capacity development study both for municipalities and NGOs. Moreover, they decided to take the necessary steps to organize and collect the educational materials and knowledge held by the local municipality and NGOs, and then to share this knowledge. This process would be completed in a three to six months period. Furthermore, since they planned to educate experts who will educate others, they made a request to receive the support of STGM. Gazi group promised that following the support of STGM, they intended to develop their educational staff. Moreover, during this group meeting, the necessity of providing the NGOs participation from Gazi and the issue to support their participation was discussed. At this point, the necessity of providing an opportunity in order to introduce the NGOs to the programmes and activities was emphasized. Furthermore, these two groups asked for the organization of workshops on budget and intensification in the following meeting. Besides, they emphasized the need for a preparation to develop a memorandum of understanding on cooperation and joint study. With this effort in the second meeting, the Gazi and Odunpazarı group had taken important steps to establish the theoretical background that was necessary to work in their localities. However, the lack of NGO representatives from Gazi resulted in the failure of the study aim. For this reason, STGM team decided to give support to the Gazi Municipality in order to increase communication with NGOs and to provide for their participation (STGM, 2006).

According to the YADA (2007), during the meeting, as a result of NGOs absence in the Gazi group, nothing useful could be shared about the NGO problems and experiences in Gazi. For this reason the Gazi group was almost isolated. This effect was negatively enhanced by the Gazi municipality representatives' political biases against some NGO criticisms. In turn, these participants stated that they felt discriminated against, especially when a number of other participants stressed their party affiliation (AKP) in a critical manner (YADA, 2006). However, two other municipalities, Beyoğlu and Odunpazarı also had the same political affiliation; almost half of the participant municipalities were from the same political affiliation. On the other hand, according to YADA (2007) none of the participants from the other groups spoke negatively about the Gazi group (see appendix H (13) for what the participants of the second meeting from Gazi explained as the situation which they experienced in the meeting).

Even though there were not any participants from NGOs in Gazi and the Gazi group felt discriminated against themselves because of their political affiliation, the meeting continued in a good atmosphere. However, after a time a discussion between the participants from Gazi and NGOs representatives of Beyoğlu group became the breakaway point of the Gazi Municipality from the project. According to YADA (2007), the Gazi group given their political party affiliation, identified itself with the state authority and was suspicious of NGOs. During the meeting at one point, one representative from the Gazi group felt obliged to answer some of the criticisms directed towards the Beyoğlu mayor, who belongs to the same party. This unexpected intervention of participants from the Gazi Municipality was disliked by the other participants of the meeting. Although, it was controlled later, during the discussion the tension increased. On the other hand, participants from Gazi group were influenced by the achievements and activism of some of the NGOs and voiced their appreciation during the coffee-breaks after this discussion (YADA, 2006) (see appendix H (14) for how the participants of the Gazi Municipality explained their discussion in the second meeting).

**The process after the second meeting of the project in Gazi:** After the second meeting, STGM and experts worked on the outcomes of the meeting and especially on the Gazi Municipality. An expert argued that the participation of the NGOs in Gazi district to the process was of great importance. Moreover, the expert added that the mayor should participate in the next meeting of the project and the studies in Gazi could not continue in the expected speed because the mayor did not have enough willpower (STGM, 2006).

However, after a time, the STGM team decided not to invite the Gazi Municipality to the following meeting. Upon this decision, the manager of STGM wrote a letter to the mayor in order to inform him about the decision. Yet, whether the mayor received the letter or not is not known (see appendix H (15) for how the exclusion of the Gazi Municipality from the project was explained). Both STGM team and the advisor to the mayor who was responsible for this project in Gazi explained the exclusion of Gazi from the process as use of power against the Gazi Municipality. On the other hand, the Gazi group also criticized themselves and evaluated their process, their lack of interest and lack of effort to achieve the aim of the project (see appendix H (16) for how the advisors of the mayor evaluated and criticized the STGM team and their own process). The mayor and his three advisors evaluated their process from both theirs' and the STGM perspectives, and they mostly criticized themselves. They stated that the Gazi group had not reached success in the project. However, when

evaluating their success in the project process, they mainly focused on their other works in Gazi during the period between 2004-2009 (see appendix H (17) for how the advisors to the mayor evaluated and criticized their own performance in the process).

Although their activities in terms of participation and NGOs cooperation continued in Gazi, the Gazi Municipality was made redundant and merged with the İlkadım Municipality under the name of İlkadım with the law 5747 in 2009. As with both the mayor and advisors, YADA (2007) stated that the main outcome of the Gazi Municipality from the project process was the development of their relationship with the Beyoğlu Municipality.

In sum, the participatory process of Gazi in the case of the STGM project started with its acceptance as one of the participant municipalities in September 2005, when the consensus mobilization process started in Gazi. However, during the project process, the Gazi Municipality did not pass to the action mobilization process from consensus mobilization. As the management level of the Gazi Municipality did not persuade NGOs in their locality, they did not build consensus with NGOs in Samsun to work together for the participatory process. As a result, the process of the Gazi Municipality ended up with the exclusion of Gazi from the project in November 2006. Today, there are not any outputs and spatial outcomes of Gazi process, but there could be invisible social outcomes of the project, or maybe the project could have motivated other participatory processes or initiatives in the Gazi Municipality before its termination in March 2009.

### **3.3.2 Contextual settings of Kaymaklı and its participatory process**

#### **3.3.2.1 Contextual settings of Kaymaklı**

Kaymaklı is a small town of Nevşehir in central Anatolia. It is approximately 20 km to the south of Nevşehir city center. While the population was 5811 in 2000, in 2010, the population fell to 4373 (the portal of local municipalities; date assessed: 05.04.2012). Although from 1960 to 2000, there was a gradual increase in population of Kaymaklı from 2200 to 5811, the data indicates the decrease in population after 2000s (see appendix I (1) for how the former mayor and his the secretary present their town). Compared to the population of Nevşehir center based on data of DPT (2004), the population of Kaymaklı, as a central sub-district of Nevşehir center, is about one-twentieth of the total population of Nevşehir.

The town is historically known as Eneğüp in Greek and the history of Kaymaklı goes back to 3000 BC. The Cappadocia region where Kaymaklı is located was variously controlled by the Hittites, Assyrians, Lydians, Persians, and Cimmerians until the arrival of Alexander the Great. Prior to the foundation of Turkish Republic, Greeks and Turkish people were living in Kaymaklı. However, with the population exchanges in 1923, the Greeks left and Turkish immigrants came to Kaymaklı. The Kaymaklı Municipality declared that almost 10% the population of Kaymaklı is composed of immigrants from Bulgaria and Greece (Official website of the Kaymaklı Municipality, date assessed: 05.04.2012).

While Cappadocia region is well known worldwide as a tourist attraction, the main source of the income in Kaymaklı is agriculture. Kaymaklı is situated on a fertile plateau where its population produces mainly potatoes and wheat. According to data obtained from the municipality, although Kaymaklı has the potential for tourism, this sector currently provides the least income to the town (Ataöv & Kahraman 2008). Kaymaklı and the Cappadocia region, is famous for its rock-cut underground cities.<sup>18</sup> The Kaymaklı underground city is composed of eight levels and four of them have been open to tourist visits since 1964 (Official website of the Kaymaklı Municipality, date assessed: 05.04.2012).

Kaymaklı is a socially and economically underdeveloped town, which is still heavily dependent on farming although it has potential to source wealth from tourism in the Cappadocia region. After a crisis of their local potato trade economy caused by a disease in the crops, Kaymaklı suffered even more. The town, with its patriarchal and traditional social structure, is a typical isolationist Central Anatolian town, with a very weak civil sector. All these factors operate as obstacles to the goal of NGOs-local government partnership (YADA, 2006). According to DPT, Nevşehir is the 50<sup>th</sup> most developed city among the 81 cities of Turkey based on the 2011 data. It shows that Nevşehir is not a developing city comparing to the other cities of Turkey because it was in the 45<sup>th</sup> order based on the 2004 data. Looking at the level of development of the districts, according to DPT (2004), Nevşehir center is in the 117<sup>th</sup> order for urbanization; 90,08 % of the Nevşehir population was literate; and the general budget income per person was 136, 439 TL. While 50,20 % of Nevşehir center population worked in agriculture sector; 7,84 % of the population worked in industry sector; 41,96 % of the population worked in services sector; and the 6,31% of the population was unemployed (Table 3.8).

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<sup>18</sup> Although it is still a debated issue, historical documents reveal that the Hittites excavated the underground city. Then, in the early Christian times, it was used as a shelter against the Arab raids and the religious persecutions between the 6<sup>th</sup> and 8<sup>th</sup> centuries (Aydan & Ulusay, 2003 cited in Ataöv&Kahraman 2008).

The Municipality of Kaymaklı was established in 1952. After that time, as a result of local government elections, six different mayors were elected. In the 2009 election, Halit Elma (AKP) was selected as the mayor of the Kaymaklı Municipality. Before this period, Abdullah Çekiç (MHP) was the mayor in two periods from 1999-2009. During his period, Kaymaklı became a participant of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project. Moreover, beginning from 1999 participation and governance trend started step by step in Kaymaklı.<sup>19</sup>

The participation history of Kaymaklı started with the election of Abdullah Çekiç as a mayor in 1999 (appendix I (2) displays explanation of the mayor on the management history of the Kaymaklı Municipality in terms of participatory practices by explaining his management approach and the difference between the mayors before him). In his period, the Kaymaklı Municipality became a part of many associations such as Nevşehir municipalities’ water and service association, local administrations and their employers association, UCLG (United Cities and Local Governments), UCLG-MEWA (United Cities and Local Governments Middle East & West Asia) and Union of Historical Towns. The mayor explained his early enterprises in terms of working with NGOs in the case of being a part of Union of Historical Towns (appendix I (3) displays explanation of the mayor by his early enterprises in terms of working with NGOs in the case of being a part of Union of Historical Towns).

The mayor explained the beginning of women empowerment studies in relation with financial problems of Kaymaklı population that depends on solely potato planting. In Kaymaklı, there were some studies in terms of empowerment of women before being a participant of the project. One of them was a course that was organized with the partnership of a five star hotel the name of which is Kristal, located in Kaymaklı. During the construction process of the hotel, a training course was provided for prospective women employees to work as house keeper in the hotel, was organized in Kaymaklı. The course process also signifies the patriarchal and traditional social structure of Kaymaklı and Kaymaklı people (look to appendix I (4) to see the explanation of mayor on how and why they started empowerment studies and how the mayor, his secretary and the expert, who gave the course, presented the course process and the results of the course).

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<sup>19</sup> Since there are not any written documents on participatory experiences and participation history of Kaymaklı before the STGM project, I will introduce the practices of Kaymaklı based on the interviews with the former mayor of Kaymaklı Municipality and the municipality personnel were conducted in the context of the present study.

Besides, as the mayor and one of the experts who gave a course in Kaymaklı stated that, in 2004, the mayor met the team of Erciyes University Nevşehir Occupational School of Health to ask if they could provide education to women of Kaymaklı. According to the expert (phone interview conducted in May, 2012), they educated women in Kaymaklı on issues such as health, family planning, hygiene, child-care. After this education, the relationship and communication between the Kaymaklı Municipality and the team from Nevşehir Occupational School of Health was sustained.

After the course, as it was stated by the secretary, the well-known problem of Kaymaklı related to gender discrimination, became more visible. Upon this experience, the Kaymaklı Municipality applied for a grant from the World Bank program called SRAP (decreasing the social risk projects), which was developed in the context of a social development sub-project. Kaymaklı proposed a project with the aim of educating local women. It was called 'training on clothing' machines'. According to the document of municipality (2009), the last year of the former mayor, the project was developed for women who live in Kaymaklı and are low-income earners who do not have any occupational skills. The project aimed to increase knowledge levels of these women, and provided an opportunity to acquire skills. Moreover it aimed to attract attention to the production of souvenirs, which will be income generating, and to support the women labor and enterprises in order to realize their participation in productive activities in Kaymaklı as a venue for tourism. This educational project of the Kaymaklı Municipality was accepted by World Bank SRAP. Thereafter, the project was conducted with the participation of 70 women from Kaymaklı. It was stated by the secretary of the mayor that the project was conducted between 2005 and 2006. At the end of the educational activities, all of the participant women completed the courses successfully and received their certificates.

Moreover, the with the foundation of the city council, women and youth assemblies and empowerment studies were very important starting points for Kaymaklı in terms of participation history. In 2005, until becoming a participant of the case project, the City Council and LA21 Women and Youth Assemblies were founded in Kaymaklı as a result of not only the need of Kaymaklı and its population, but mostly the tendency of the mayor and his secretary who was a central person in Kaymaklı (see appendix I (5) for how interviewers from Kaymaklı explained the process of foundation of the LA21). After the foundation of these assemblies in the first half of 2005, Kaymaklı became participants of the 'Local Government and NGO Cooperation in Participatory Democracy' project. The mayor's words



on participation and the importance of participation reveal ‘how he conceptualizes and sees participation’. Explanation of the mayor, on the importance of participation and participatory decision-making processes show that he accepted participation both as a means to an end and as an end itself, (appendix I (6) displays explanation of the mayor, which shows his view about participation).

### **3.3.2.2 Participatory process of Kaymaklı**

In this part, I present the ‘Local Government and NGO Cooperation in Participatory Democracy’ project process of Kaymaklı and the participatory studies, activities and developed projects during the project process (Figure 3.4). The participation of the Kaymaklı Municipality in the project process has resulted in significant outputs and outcomes in Kaymaklı (Table 3.11).

On October 19, 2005, STGM announced the project proposal on the Internet, and the Kaymaklı Municipality responded to this announcement, which personnel had incidentally seen (see appendix I (7) for how the mayor and his secretary explained the application process to be a participant of STGM’ project). After the selection of participant municipalities, STGM organized a visit to Kaymaklı on October 26, 2005. The aim of this one day visit was to meet with the mayor and his team to discuss the possibility of cooperating in enhancing local participation. During the meeting, STGM team explained the mission and activities of STGM. Moreover, they mentioned “Beyoğlu Local-Civilian Unification Center” as the best practice example on the involvement of NGOs on local decision bodies. Moreover, the mayor and his secretary explained the situation and economic conditions of Kaymaklı and explained their need for guidance on how to improve the district together with its citizens. The mayor and his secretary argued the importance of sharing these kinds of experiences and they told that they want to establish a similar structure under the municipality. As a result of this meeting, STGM team decided to stay in touch with the Kaymaklı Municipality.



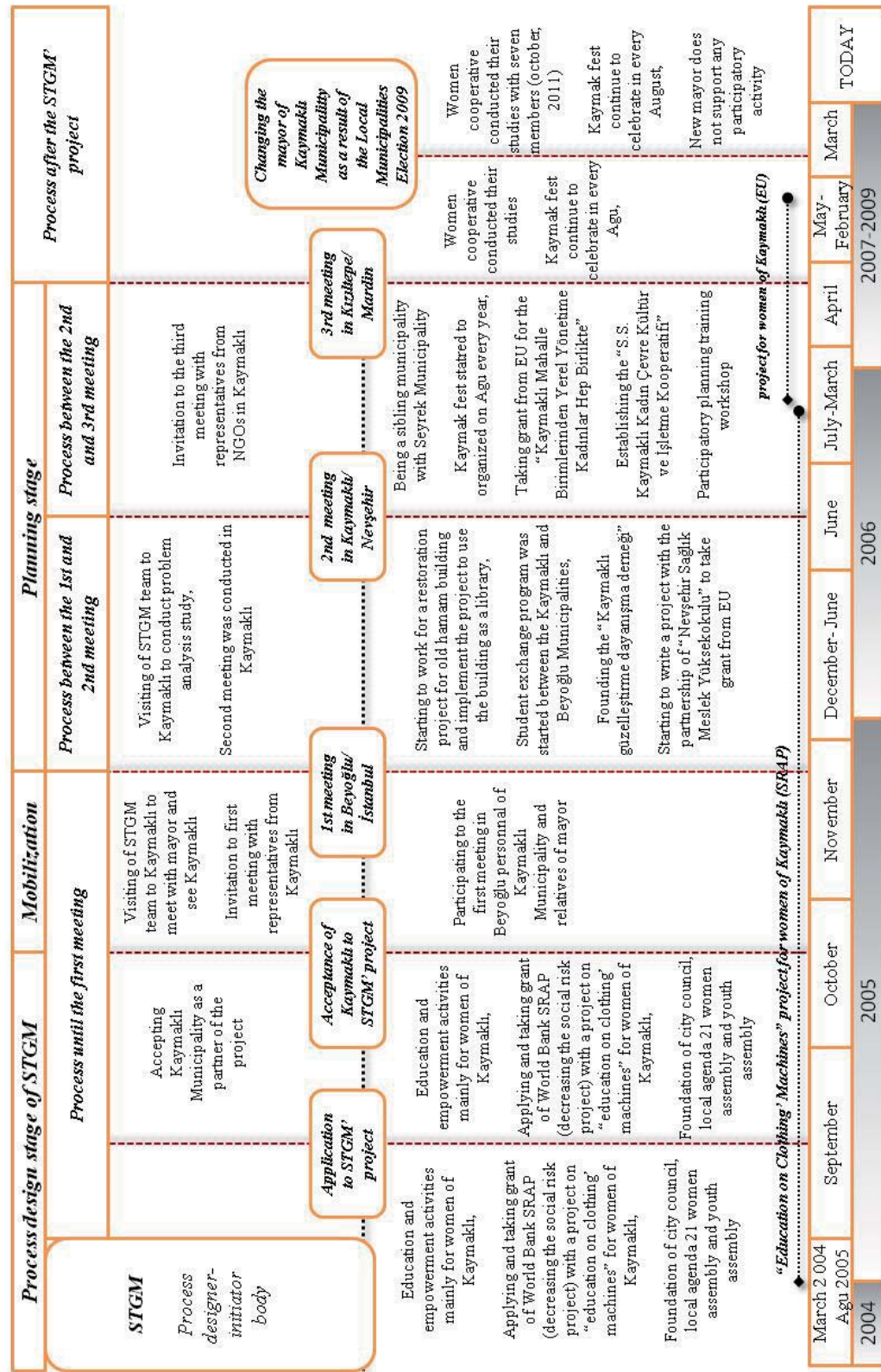


Figure 3.4 The participatory process of Kaymaklı in the case of the 'Local Government and NGO Cooperation in Participatory Democracy' project.

**Table 3.11:** The activities, outputs and outcomes of Kaymaklı in the context of STGM project.

time	activity	output	outcome
<b>The first meeting of STGM' Project in Beyoğlu on November 2005</b>			
<b>Process between the first&amp; second meetings</b>	Starting the preparation of the restoration project of the old bath in Kaymaklı,	The restoration project,	The old bath was restored,
	Designing a building as youth center and library,	The restored bath was decided to use as youth center and library,	The restored bath started to use as youth center and library,
	Student exchange program was designed with the Beyoğlu Municipality	Student exchange program was designed with the Beyoğlu Municipality	Student exchange program was started among the children of Kaymaklı and Beyoğlu
	Problem analysis study with the support of STGM' team	Taking decision to create a project development group	Creation the project development group
		Taking decision to found a CSO in Kaymaklı	Foundation of "Beautification, Mutual Aid and Solidarity Association of Kaymaklı"
		Writing a project and applying for grant with the participanship of the CSO and university	Taking grant for their project for eight months
<b>The second meeting of STGM Project in Kaymaklı on June 2006</b>			
<b>Process between the second &amp; third meetings</b>		Deciding to be a sibling municipality with the Seyrek Municipality	Being a sibling municipality with the Seyrek Municipality
	Kaymak fest	Kaymak fest was decided to organize	Kaymak fest started to be organized in August every year
	Educational activities focusing on women in the context of the "Togetherness of Women in Kaymaklı from Neighborhood Units to Local Governance" project		Social outcomes in terms of increasing the knowledge level of women
		Deciding to establish women cooperative	Establishing the "Women, Environment, Culture and Enterprise Cooperative of Kaymaklı"
			Starting with 70 women from Kaymaklı which had acquired occupational training
	Participatory Planning Training Workshop		
<b>The third meeting of STGM Project in Kızıltepe on April 2007</b>			

**First meeting of the project:** After a short time, the Kaymaklı Municipality was invited to the first meeting in Beyoğlu with representatives of NGOs from Kaymaklı and personnel from the municipality. Kaymaklı took part in this meeting with seven participants but none of them was representative of NGOs, because there was not any NGO in Kaymaklı until November 2005. Although, almost all of them have a role in LA21, women and youth assemblies, the participants were relatives of the mayor and the personnel of the municipality. At the end of the meeting, continue to work with the Kaymaklı as one of the participant municipalities; and to organize a second meeting in either Gazi or Kaymaklı were decided. As the other participant groups, Kaymaklı group declared that they will share their knowledge and experience that were gained in the meeting, with the related organizations, institutions, and persons, and desired educational and technical support from STGM (STGM, 2005).

**The process between the first and the second meeting of the project:** After the first meeting in Beyoğlu, participants from Kaymaklı turned to their locality with the outcomes of the meeting and they started to conduct their activities immediately. The Kaymaklı Municipality started their project and activities with the restoration project and the student exchange program with the Beyoğlu Municipality (appendix I (8) reveals how the participants of first meeting from Kaymaklı explained their experiences). Through the activities planning stage of Kaymaklı' participatory process was started immediately after the first meeting.

As preparation for the planning stage, the Kaymaklı Municipality imitated a project with the support of the Beyoğlu Municipality, by renovating an old bathhouse and by converting it to a youth center-library. This restoration project was one of the positive contributions of the meeting as it gave a general perspective on local government-NGO relations. It was accepted as an indicator of the success of STGM decision on present successful example to the participant groups. By revealing the Beyoğlu Municipality cooperation with NGOs as a successful example, STGM achieved to encourage many actors, who were participants of the meeting (YADA, 2006). Furthermore, the Kaymaklı Municipality developed relation with the Beyoğlu Municipality which resulted in student exchange program in summers started between two municipalities (see appendix I (9) for the explanation of the former mayor on the student exchange program).

As it was stated by the mayor, before becoming a participant of the project, LA2 was founded in Kaymaklı and the municipality team worked to organize participatory meetings. However, with the project, their efforts came to be realized in a more systematic way and resulted in the outcomes after the first meeting (see appendix I (10) for the explanation of mayor on the first meeting and through that the outcome of the first meeting). In addition to the Kaymaklı Municipality activities and projects, STGM team visited Kaymaklı to conduct a problem analysis study.

**Problem analysis study of Kaymaklı:** The problem analysis meeting was organized on April 4, 2006 with the participation of NGOs representatives, officers from the municipality and team of STGM. This study was shaped to reflect on the dominant problems of Kaymaklı. Moreover, joint projects and possibilities to create cooperation were discussed during the meeting. STGM team gave information about the grant program. Participants decided to create a project development group and at the end of the meeting a group with seven members was created (STGM, 2006).

In Kaymaklı, experts observed that there was no significant aspect of public-civic relations. Moreover, gender relations were constrained by sexist norms and incompatible histories of socialization. Problems about male-female relations were thought to be a great obstacle before NGOs-local government dialogue (YADA, 2006). The coordinator of STGM stated that the isolation of men from women during talks about projects was a serious problem. Women were embarrassed to interact with men, and vice versa. Therefore, STGM team argued that some kind of a facilitation mechanism was required in order to establish a dialogue between men and women, before initiating any NGO work (STGM, 2006).

After the study in April 2006, the Kaymaklı Municipality asked for help of Nevşehir Occupational School of Health for technical support, since they need the help of the experts to write an EU project, who had previously given education to women in Kaymaklı during 2004. After the meeting of the Kaymaklı Municipality and Nevşehir Occupational School of Health team, they decided to write a project to take grant from EU on participation of women of Kaymaklı to local government. Since one of the biggest problems of Kaymaklı was defined as the gender relations and discrimination of women. However, to take grant, the project should be written with the partnership of NGO in the locality and there was not any NGO in Kaymaklı. Therefore, until the end of the application process to grant program, 'Beautification, Mutual Aid and Solidarity Association of Kaymaklı (BMSAK)' was

founded upon the desire of the mayor of Kaymaklı Municipality (see appendix I (11) for the explanation of mayor on the foundation of Kaymaklı solidarity association). With the partnership of BMSAK and Nevşehir Occupational School of Health, they applied to take grant for their project called 'Togetherness of Women in Kaymaklı from Neighborhood Units to Local Governance' project'.

**Second meeting of the project:** The second meeting of the project was organized in Kaymaklı on June 20-22, 2006, the Kaymaklı Municipality and an NGO was the host group. In this meeting, some organized activities in Kaymaklı were represented by the Kaymaklı Solidarity Association, Council for Protecting Farmers' Goods, representatives of the entrepreneurs in the local tourism sector, several cooperatives, and so on (YADA, 2006). Although there are some enterprises that have developed NGOs-local government participanship, according to YADA (2007), the economical and social structure of Kaymaklı operate as obstacles to the goal of NGO-local government partnership. Moreover, the participants of the meeting were entirely from the inner circle of the Kaymaklı Mayor,<sup>20</sup> the choice of Kaymaklı group was not productive for developing civil-local partnership in Kaymaklı. Moreover, during the meeting it was also learned that this group did not transfer their experiences in the previous meeting to the local population of Kaymaklı (YADA, 2006). On the other hand, as it was stated in YADA (2007) Kaymaklı group has taken important steps in the area of project development at the local level; they have successfully completed projects on providing a safe internet network for the use of young local girls, on occupational training for local women and on raising women's consciousness.

In the second meeting, municipalities were grouped due to their characteristics in terms of economical and social development levels and their scales. Both Seyrek and Kaymaklı' scales were smaller than the Gazi and Odunpazarı Municipalities. Therefore, Kaymaklı group worked to determine a strategy to realize the project' aim with Seyrek group. As a result of their joint study, it was seen that the most important problems in Kaymaklı and Seyrek was the lack of organization culture in their localities. Since this joint activity aimed to provide for six months planning process until the next meeting, the group put down some abstract goals for the next six months. It was decided to start to works to form an organization for agricultural development, organization for women and organization for youth. Moreover, the joint group planned their road maps to start these works (YADA,

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<sup>20</sup> His wife (also active in the LA 21 Women's Council), his secretary (also the General Secretary of the YG21 Women's Council), and two young locals from the YG21 Youth Council.



2006). As a result, the issue of primary importance was defined as the participation of women in social life, participation of youths in social life, and economic development. To address these issues, it was decided to increase the productivity of women studies in Kaymaklı and to increase the social and cultural activities in order to provide the continuity of youth council. Moreover, in order to increase support to the farmers in the development of agriculture, it was decided to found an agriculture study group in their region. Besides, as one of the important outcomes of this joined study, the Kaymaklı and Seyrek Municipalities decided to be sibling municipalities (see appendix I (12) for the explanation of mayor and the coordinator of STGM on the relation between Kaymaklı and Seyrek Municipalities).

According to STGM (2006) both the Kaymaklı and Seyrek Municipalities had a chance to define abstract implementation steps in the regional evaluation meeting. After this study, an expert of STGM argued that both in Kaymaklı and Seyrek, there was a need to raise the speed of the development of local NGOs and the organization of citizens should be supported. The support of STGM in order to gain a success on the activities in this framework had an initial importance (STGM, 2006).

After the joint group study, in the second meeting all localities developed their own road map. The road maps of the localities were designed by both representatives of municipalities and NGOs in each locality separately. The road map of Kaymaklı mainly consisted of three parts: vision, main problems and road map of Kaymaklı. First, the vision of Kaymaklı was defined as “a town with a high education and welfare levels where all parts of the society participate in the social life highly and the natural beauties were protected”. Second, main problems of Kaymaklı were determined as low-level participation of women because of their high dependency on men, low-level participation of youth because of the weak communication between different age groups. Third, Kaymaklı group discussed the future of Kaymaklı and its economy and environment, and stated that economic development should be provided based on agriculture and tourism sectors, and an organized lobby should be developed to protect the environment of Kaymaklı and its natural heritage. Representatives from Kaymaklı developed their road map and necessary steps to implement it as follows: Tea-party will be organized to discuss the women council’ problems; steps will be taken to provide for the continuity of the youth council; cultural activities will be developed for youth; the activities of the youth council will be supported; the participants of agriculture study groups will be brought together to design their road map; and, with the sibling the

Seyrek Municipality, the youth exchange program will be organized between Kaymaklı and Seyrek youth councils (presentation of Kaymaklı group, 2006).

**The process between the second and the third meeting of the project in Kaymaklı:** After the second meeting, STGM did not come to Kaymaklı again to support the studies; however, the studies were conducted without support of STGM team. For instance after the second meeting in June 2006, started from August 2006 the Kaymaklı Municipality began to organize Kaymak fest every year (see appendix I (13) for the explanation of the mayor on the Kaymak fest celebration).

While the Kaymaklı Municipality continues their activities and studies in their locality, they received the answer to their application for grant. The project was written with the partnership of BMSAK and ‘Nevşehir Occupational School of Health’ and accepted by EU in the context of “The Empowerment of Civil Society in Turkey Program: Empowerment Program for Civil Networks, Capacity Development Projects and Participatory Local Projects” on November 2006. The project is called “Togetherness of Women in Kaymaklı from Neighborhood Units to Local Governance” project (web page of youth organizations communications list; date assessed 30.05.2012). After the acceptance of the Kaymaklı’ project the agreement was signed on November 30, 2006.<sup>21</sup> The project process was eight months (web page of youth organizations communications list; date assessed 30.05.2012), and acceptance of the project proposal was announced to the press and Kaymaklı population with a meeting at the end of December 2006 in Kaymaklı (SonDakika.com; date assessed 30.05.2012) (see appendix I (14) for the explanation of mayor and an expert on the education and activities in the case of the Kaymaklı’ project). The project with the aim of to change the position of women in the society, focused on improving economic and political participation of women in Kaymaklı by increasing women’s self organizing capacity (Ataöv & Kahraman, 2008).

Moreover, at the end of the courses in the context of SRAP, which had started before STGM’ project, women who participated in the courses, came together with the leadership of

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<sup>21</sup> STGM declared that STGM team will monitor the projects which were taken grant and will provide support to implementation of the projects in the context of ‘The Empowerment of Civil Society in Turkey Program’ (web page of youth organizations communications list; date assessed 30.05.2012). Moreover, STGM organized a meeting with the participation of the owner of project in order to give an education to them on December 11-12, 2006 in Ankara. The education was given by experts from STGM. To this meeting, an expert from “Erciyes University Nevşehir Occupational School of Health” participated as an owner of the project. The education program included project management, monitoring an evaluation, EU’ visibility rules, contractual obligations, reporting and budget management.



the municipality and experts and founded the Kaymaklı women cooperative called ‘Women, Environment, Culture and Enterprise Cooperative of Kaymaklı’. The foundation aim of the women cooperative was the desires of the municipality and women in the population to continue the production of souvenir products for the tourism industry. The foundation date of the women cooperative was stated by the secretary of mayor, as December 11, 2006. After the foundation of the cooperative, its activities continued actively for two years. A shop was opened by the cooperative which is located near the entrance of underground city of Kaymaklı. Although, since the foundation of the cooperative the number of members has decreased gradually, today it is still active with its seven members (see appendix I (15) for the explanation of the mayor, an expert and women population of Kaymaklı on the history of cooperative).

In the context of the “Togetherness of Women in Kaymaklı from Neighborhood Units to Local Governance” project, in February 2007, the dialogue was established with the question in mind ‘what are the means to work together?’ Although BMSAK viewed this programme as training participants’ collaborative skills, it became trigger in the local governance of Kaymaklı (Ataöv & Kahraman, 2008). Before the last meeting of the STGM’ project, in Kaymaklı training programme and search conference were realized. While training programme included experience-based training sessions, as a result of the search conference the existing situation of Kaymaklı was assessed, the vision of Kaymaklı and strategy/policy were formulated, project ideas were generated, and the involved stakeholder groups relevant to project issues were identified. After the completion of the STGM’ project process, the activities were conducted within the context of the project including formulation of action plans in April 2007, project group meeting in May and June 2007, and implementation in 2007 and 2008 (Ataöv & Kahraman, 2008).

**Third meeting of the project:** On April 25-27, 2007 the third and the last meeting of the project was held in Kızıltepe. Kaymaklı participated in this meeting, as one of the four participant municipalities. In this meeting after the presentation and discussions, road map developing activity was realized by Kaymaklı group. The road map was based on the road map that was designed in the second meeting. The road maps included mainly primary goal, primary project and action plan of the primary project. First, Kaymaklı group defined their primary goal as increasing the economic benefit that can be gained through tourism. To achieve this aim they discussed that, first, Kaymaklı’ population should develop a sense of ownership on the development of tourism. Second, they discussed the primary project and

they decided that a ‘culture house’ should be planned and implemented initially. Last, representatives from Kaymaklı discussed an action plan for the project by defining two steps as culture house should be repaired physically and it should be managed with civil society. After the presentation of the road maps of all localities, the third and last meeting of the project finished with the general evaluation. This was the last meeting in the context of the project and after this point the Kaymaklı Municipality should continue its own participatory process without the support and cooperation of STGM, as in all of the other participant municipalities.

**The Process after the last meeting of the project:** After the completion of the project, the Kaymaklı Municipality continued their studies and projects in terms of participation, governance and empowerment in Kaymaklı. However, all of these studies were concluded with the end of the mayor’s term. After the project, during 2007 and 2008, meetings were organized on themes of agriculture, tourism, education and health under the roof of LA 21 with the support of the Kaymaklı Municipality. During these meetings, the groups worked to take decisions that were problem-solving oriented. As a result of these studies, support was successfully sought to build a new health center and to develop agriculture in Kaymaklı.

However, in March 2009, the mayor’ term came to the end and he did not offer himself as candidate again. According to the coordinator of STGM, Kaymaklı’ mayor situation during the process were different from the other mayors, since the mayor was alone in the process and he was very upset when he did not see any support to follow his initiatives in Kaymaklı (see appendix I (16) for the explanation of mayor on the Kaymaklı and the coordinator of STGM). In 2009, with the local municipality election Halit Elma, who was the mukhtar during the former mayor’s period, was selected as the new mayor of the Kaymaklı Municipality. Although the present mayor had an active role during the participatory process of Kaymaklı, after the former mayor’s period the new mayor has not showed interest in any participatory activity or project. According to the secretary of the mayor, today only the youth council conducts some activities but it is not as active as it once was. Youth council organizes camping and tours in summer and celebrations on important days. Besides, today LA21 doesn’t organize any activity. Officers of the municipality and former mayor explained the process and the present situation of Kaymaklı in terms of participatory practices by complaining of the lack of interest of the present mayor (see appendix I (17) for the explanation on the contemporary situation of Kaymaklı in terms of participatory practices).

The current mayor and the participants of the participatory process evaluated their process objectively but they mostly criticized and blamed each other. For instance in some cases although all of the actors explained the same occasion, each one sees it only from his/her own perspective. Since everybody thought only of their own interests, there were ruptures in the process for some of the actors (appendix I (18) reveals explanations of some participants which show why people did not support or participate in the process). However, when they evaluated the project process and the process after the project, they explained their thoughts and emotions mostly based on what had been achieved and then what has been lost. The participants mostly evaluated the process and their performance during the process as a success. However, the Kaymaklı process was not seen as sustainable, even though it had initially achieved some things under the ‘Local Government and NGO Cooperation in Participatory Democracy’ project (appendix I (19) reveals explanations of mayor on the success and the contemporary situation of their initiatives).

In sum, activities in terms of participation and NGOs cooperation continued in Kaymaklı until 2009 when the mayor of the Kaymaklı Municipality was changed. Compared to the period between 2004-2009, during which there were many projects and activities in terms of participation, governance and mostly women empowerment, today, the visible outcomes of Kaymaklı process are the restored bathhouse which is used as a library and meeting place for youth of Kaymaklı, “Kaymaklı Solidarity Association” is still working, but not very active, Kaymak fest have organized every summers, the women’s cooperative is still working but only with seven women and there are positive social outcomes in terms of male-female relations in Kaymaklı. Almost all participants of the participatory process mentioned that there are social outcomes of the process, which affected the life of Kaymaklı population in positive way (see appendix I (20) for some of the explanation of participants in terms of social outcomes).

### **3.3.3 Contextual settings of Odunpazarı and its participatory process**

#### **3.3.3.1 Contextual settings of Odunpazarı central district**

In this part, I introduce the contextual setting of Odunpazarı as one of the participant of the project. Odunpazarı is a central district of the metropolitan municipality of Eskişehir located in the central Anatolia. The population of the city was 557.028 in 2000. According to Metropolitan Municipality of Eskişehir, the population of Eskişehir is 781.247, and the

population of Odunpazarı is 358.566, or almost half of the city population (the Official web site of the Metropolitan Municipality of Odunpazarı; date assessed: 05.06.2012) (appendix J (1) displays how mayor of Odunpazarı present the population of Eskişehir).

Odunpazarı was known as Dorylaion town until the occupation of II. Kılıçarslan in 1176. It was ruled by the Byzantine, Seljucian and the Ottoman states until the foundation of Turkish Republic. For some historians, Odunpazarı is known as 'Karacaşehir' and it located in the South of Eskişehir. After a fire in 1905 destroyed the craftsmen district of Eskişehir, the mercantile establishment and official buildings moved toward the district which began to be called Odunpazarı.

Eskişehir is one of the most developed cities of Turkey in the area of industry in addition to its transportation opportunities, suitable agricultural structure and rich mineral resources. The faster growth in the city population than the rural population, the trained labor potential, the location of the city in terms of its closeness to the inner market field, convenience of energy and raw materials resources, the adequacy of necessary infrastructure for industry and the transportation opportunities have increased the speed of the development of industry in the region. Eskişehir' economy is based on industry, agriculture and stock farming, and mining areas (the Official web site of the Metropolitan Municipality of Odunpazarı; date assessed, 04.06.2012). However, with two big universities, Eskişehir is known as a student city. According to DPT, Eskişehir is the third most developed city among the 81 cities of Turkey based on the 2011 data. It shows that Eskişehir is one of the developing cities of Turkey because it was in the 8<sup>th</sup> order in 2004. Looking to the development of the districts, according to DPT (2004), Eskişehir center is in the 8<sup>th</sup> order for urbanization; 94,24 % of the Eskişehir population was literate; and the general budget income per person was 306.747 (TL). While 12,64 % of Eskişehir population worked in agriculture sector; 26,21 % of the population worked in industry; 61,15 % of the population worked in services sector and 10,58% of the population was unemployed (Table 3.8).

The Odunpazarı Municipality was founded in 1994, when Eskişehir became a metropolitan municipality with the legislative decree, which was published on September 9, 1993. The Odunpazarı Municipality included 41 neighborhoods. The mayor of Odunpazarı, Burhan Sakallı, is in his second period between 2004-2009, 2009-present. According to the mayor's explanations, before his period there were not any participatory practices and good-willed relation between the municipality and NGOs in the Eskişehir. Moreover, the mayor

explained the relation of the NGOs and the municipality as ‘interest conflict’ (see appendix J (2) for how mayor of Odunpazarı thinks on the relations between the municipality and NGOs, and the relation before his period and his approach toward NGOs and his experiences). The mayor’s words on participation and the importance of participation reveal ‘how he conceptualizes and sees participation’. The explanation of the mayor, on the importance of participation and participatory decision-making processes shows that he accepted participation as an end itself (appendix J (3) displays explanation of the mayor, which shows his view about participation).

Parallel to his conceptualization of participation, with the efforts of the mayor and his former advisor the Odunpazarı Municipality decided to increase their relations between NGOs in Eskişehir. After a time, their efforts resulted with ESYO (Eskişehir Civil Local Initiative). According to explanations of interviewees, the Odunpazarı Municipality aimed to take a step in a participatory democracy, to create a suitable environment and background. For this reason, they made contact with the NGOs in Eskişehir by declaring the intention to proceed together. Following the building of communication with the NGOs, in order to provide the necessary situations in a sustainable way and to share the management process, ESYO was founded with the decision of NGOs in Eskişehir. ESYO is defined as a civil activity which aims to develop capacity of the NGOs in Eskişehir and to increase the communication between the NGOs (the Official website of the Odunpazarı Municipality; date assessed: 04.06.2012). In the Official website of the Odunpazarı Municipality, November 2005 was presented as when ESYO was founded.

After the selection of Burhan Sakallı, as the mayor of the Odunpazarı Municipality, NGOs in Eskişehir started to visit him to explain their needs and desires for assistance from the municipality, which is what almost all of the mayors and advisors complained about in terms of their relations with NGOs. According to the advisor of the mayor, after a time because of the excessive demands of NGOs, and the limited budget of the municipality, they decided to work with NGOs. Mainly they aimed to collect NGOs under a single roof to increase their communication with each other and with the municipality and open the way for preparing joint projects. Although, the municipality team were not sure about how they would start such a project, according to the advisor they decided to collect some of the NGOs together under the roof of the Odunpazarı Municipality, to discuss what would be done for such an initiative. Upon this decision, they called five NGOs representatives which were selected by the municipality team. In this way the consensus mobilization process was started in

Odunpazarı. While they organized meetings with the selected NGOs, they were still searching to decide where they should start. During their searching process, they saw the STGM web site and decided to ask STGM team about what they want to do in Odunpazarı (see appendix J (4) for the explanation of advisor of mayor on the development of idea and history of their initiative and for how advisor explain this process). As can be understood, the Odunpazarı Municipality had started to work on a project, which ultimately led to the formation of ESYO, and decided to visit STGM in order to ask for their help.

**The Odunpazarı Municipality’s visiting STGM:** In 2005, on the one side the Odunpazarı team was working on a project for NGOs, on the other side on the establishment of a Local Administrations Code STGM team to work to create an initiative that would serve as a “guide”. While STGM was thinking about such a project, Odunpazarı had taken the decision to develop their initiative and visit STGB for support. During this visit, Odunpazarı team explained their situations and their thoughts. Afterwards, STGM team said that “*we will work on what you think and we will call you*”. The Odunpazarı team returned and continued to work with NGOs in their own way. However, after a time STGM visited the Odunpazarı Municipality.

After presenting the contextual settings and the initiatives of the Odunpazarı Municipality prior to their being a participant of the STGM’ project, in the following part the participatory processes of Odunpazarı is presented in the context of ‘Local Government and NGO Cooperation in Participatory Democracy’ project.

### **3.3.3.2 Participatory process of Odunpazarı**

In this part, I present the project process of Odunpazarı and the participatory studies, activities and projects beginning from the meeting of the Odunpazarı Municipality with the STGM’ team (Figure 3.5). During the participation of Odunpazarı in the project, many activities and studies were organized that resulted in significant outputs and outcomes in Odunpazarı (Table 3.12). As a result of the meeting of STGM and Odunpazarı Municipality teams, Odunpazarı was determined as one of the participants of the project prior to the selection of other participants (see appendix G (5) for the explanation of advisor to the mayor on the invitation process and for how she presented their initiative and efforts in Eskişehir before being a participant of STGM’ project and her thoughts related to STGM project).



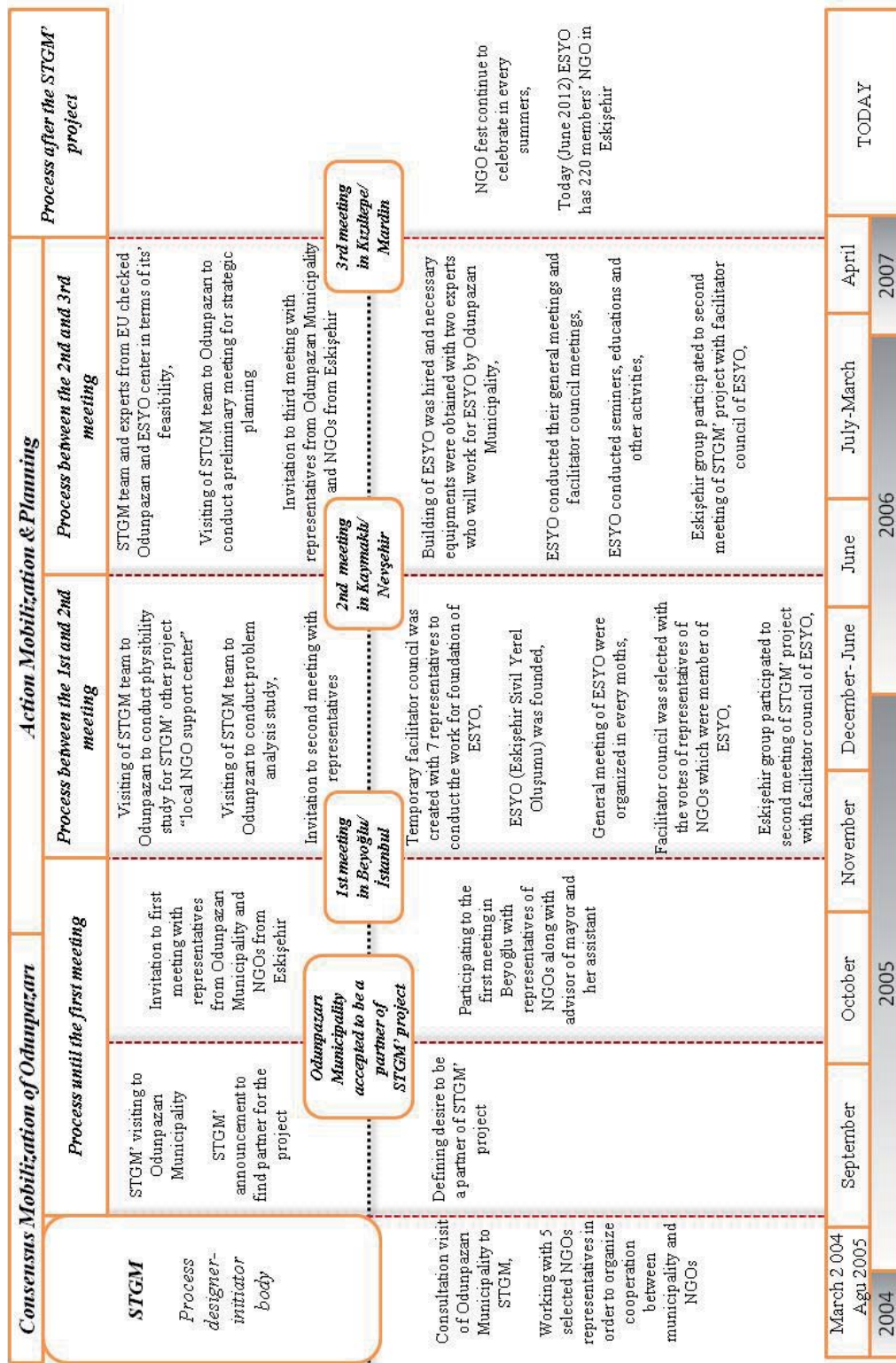


Figure 3.5 The participatory process of Odunpazarı in the case of the 'Local Government and NGO Cooperation in Participatory Democracy' project.



**Table 3.12:** The activities, outputs and outcomes of Odunpazarı in the context of STGM' project.

Time	Activity	Output	Outcome
<b>The first meeting of STGM' Project in Beyoğlu on November 2005</b>			
<b>Process between the first&amp; second meetings</b>	Study visit of STGM to conduct the feasibility study for the "local NGO support center" project of STGM	A meeting was organized with the participation of about 70 NGOs, STGM team and the Odunpazarı Municipality	The aim of Odunpazarı group was defined as founding an "local NGO support center" in the context of the project Odunpazarı was determined as one of the participant in their the "local NGO support center" project
	Problem analysis study with the support of STGM	Deciding to establish a civil society platform in Eskişehir deciding to create temporary council to work on the establishment of the platform	Temporary facilitator council was determined ESYO was founded as a civil society platform
	Meeting for presentation of ESYO		Facilitator group was selected with the votes of representatives of NGOs
	General meetings of ESYO regularly (once a month)		Knowledge sharing
	Facilitator group meetings regularly (once a week or once in a fifteen days)		Knowledge sharing Development of ESYO
<b>The second meeting of STGM' Project in Kaymaklı on April 2006</b>			
<b>Process between the second &amp; third meetings</b>	Educations (civil society, basic computer and internet, communication)		Capacity development
	A picnic organization with participants of NGOs		Increasing sharing
	Capacity development study		Capacity development
	Opening the ESYO center	Deciding open a building, with a necessary equipments and experts, to common usage of NGOs in Eskişehir	A building was opened for common usage of NGOs in Eskişehir
	Educations & organizations		Capacity development & increasing sharedness
<b>The third meeting of STGM' Project in Kızıltepe on December 2006</b>			

With the determination of Odunpazarı as a participant of the project, the action mobilization and planning stages started together for Odunpazarı group, since consensus mobilization process of the Odunpazarı Municipality had already started prior meeting with STGM team. After the determination of the first participants of the project as Odunpazarı, and the selection of the other participant municipalities, STGM invited the Odunpazarı Municipality to the first meeting in Beyoğlu along with representatives of NGOs in Odunpazarı and persons from the municipality along with the mayor (see appendix J (7) for the explanation of the participants from the Odunpazarı group on the invitation and participation process of the Beyoğlu meeting).

**First meeting of the project:** Upon the invitation of STGM to the meeting in Beyoğlu, seven participants, five from NGOs in Eskişehir and two from the municipality participated in the meeting from Odunpazarı. Although the mayor of municipality did not participate in any of the meetings, the advisor to the mayor participated in all the meetings in his stead. However, STGM (2005) declared that the non-participation of the mayor of the Odunpazarı Municipality to the meeting prevented the team from getting maximum output from this work (see appendix J (8) for the explanation of the participants of the Odunpazarı group on their experience during the Beyoğlu meeting). As a result of the meeting, it was decided to continue to work with the Odunpazarı Municipality as one of the participant municipalities. As other participants, the Odunpazarı group declared that they will share their knowledge and experience that were gained in this meeting, with the related foundations and persons, and desired educational and technical support from STGM related to the project issues (STGM report, 2005).

**Process between the first and the second meeting of the project:** After the meeting in Beyoğlu, participants of the Odunpazarı group conducted a participatory process in their locality using the outcomes of this meeting. However, some of the participants, some of whom were also the participants of the studies of the Odunpazarı Municipality before the STGM' project, did not want to participate in the following studies (see appendix J (9) for the explanation of the participants of the Odunpazarı group who did not want to participate in the following studies and meetings). Unlike the other participant municipalities, STGM visited the Odunpazarı Municipality before the problem analysis study on December 29, 2005 to conduct the feasibility study. According to STGM (2005), the meeting was organized as a response to the initiative of the Odunpazarı Municipality, who wanted to show their desire to establish a 'local NGO support center' with the help of STGM. To

organize this meeting, the Odunpazarı Municipality contacted and invited NGOs and, the meeting was held with the participation of 70 NGOs from Eskişehir on the invitation of the Odunpazarı Municipality.

During the meeting the knowledge was given to participants related to STGM. Moreover, the structure and organization of the 'local NGO support center' that was aimed to be established in Odunpazarı was discussed (STGM, 2005). The participants declared that they will share their knowledge gained during this meeting with their own activities. Furthermore, participants declared their desire to conduct a need analysis study in a short time. A need analysis study was planned for February 2006 as a two-day meeting. With this meeting the aim of the Odunpazarı group within the context of the 'Local Government and NGO Cooperation in Participatory Democracy' project was determined as a development of NGOs and establishment of a 'local NGO support center'. The process of Odunpazarı was continued with the study visit of STGM in February 2006 in order to conduct a problem analysis study. However, because of the participation in the other STGM' project, the Odunpazarı process became different from the other participants municipalities.

**Problem analysis study in Odunpazarı:** The problem analysis meeting of Odunpazarı was organized on February 13-14, 2006. The meeting was held with the participation of NGOs representatives, participants from public enterprises, officers from Municipality and STGM team. The aim of study was explained by STGM, as to take some steps in order to start the implementation of the participatory management model among the local municipality and civil organizations. Unlike the other participant municipalities, since the aim of Odunpazarı group was determined before this study, problem analysis study was initially conducted towards achieving this aim. According to STGM (2006), an expert participated in this problem analysis study to facilitate the problem analysis, SWOT analysis and stakeholder analysis studies, and to give technical knowledge on city and regional planning. Moreover, expert provided technical support in the context of the determined problems in order to set out the main lines of the strategic and action plan oriented to implementation. Besides, expert provided technical support to participants especially in order to start the participatory problem solving processes city planning and city problems. As a result of these studies, it was decided to conduct studies for create a civil togetherness that will be voice-right on the city' management. Moreover, the main lines of the strategic and action plan were determined toward implementation (STGM, 2006). At the end of this meeting, it was decided to establish a civil society platform and a temporary council was founded to work on the

platform (see appendix J (10) for the explanation of the participants of the Odunpazarı group on the foundation of the platform).

During the foundation process, the studies of a temporary committee defined a civil platform called ESYO, which did not possess a legal entity, where NGOs in the boundary of Eskişehir would come together to conduct common studies. ESYO is described by participants as follows: an association separated from the participants NGOs and/or above the participants NGOs; a sustainable activity that will be realized by NGOs in unity; in the organization of ESYO, there is neither hierarchical organization nor a mayor and administrative board in ESYO, there are only the participants.

After taking the decision to establish a civil society platform, a selected temporary council worked to prepare the groundwork for the platform. Then parallel to the foundation of ESYO, they planned to hold a meeting on March 4, 2006 and a meeting program was announced. According to participants of the meetings there were representatives of 84 NGOs at the meeting. During the meeting the directive of ESYO that was prepared by the temporary council, were presented to participants. Moreover, during the meeting, participants declared their ideas and desires in which areas and on which issues ESYO should conduct its activities.

Following this meeting, with the participation of NGOs from Eskişehir a general meeting was organized by ESYO on April 8, 2006. During the meeting, ESYO personnel and a temporary facilitator team gave information about the EU grants. Moreover, a facilitator group was selected with the votes of the participant NGOs' representatives in this meeting, in this way a facilitator group was founded with six representatives selected from NGOs and a representative from the Odunpazarı Municipality, who was the advisor to the mayor. The meeting ended with the announcement of the capacity development study that would be conducted by the STGM team in June 2006 (see appendix J (11) for the explanation of the participants of the Odunpazarı group on being in the facilitator commission of ESYO).

On June 7, 2006 another general meeting was held by ESYO with the participation of 71 representatives from NGOs. During this meeting the facilitator team made a presentation on 'civil society'; the organization of the facilitator team and the personnel employed by the Odunpazarı Municipality to work for ESYO, were introduced. Moreover training courses that would be held in June and July 2006 were announced. All of the organizations and

meetings were organized by ESYO shows that before the second meeting of the project, the aim of the Odunpazarı group was realized in the context of the project. After this point, the sustainability of ESYO was the main issue of Odunpazarı group. Therefore, the situation of the Odunpazarı group in the STGM project was very different from the other participant municipalities.

**Second meeting of the project:** After the problem analysis studies in localities, the second meeting of the project was organized in Kaymaklı on 20-22 June, 2006. According to YADA (2007) Odunpazarı was the most significant participant group that was distinguished by its preparedness, level of organization and active contribution to the process. The main reason of the differentiation of the Odunpazarı Municipality was defined as the high level of social and economic development of Odunpazarı (YADA, 2006). The studies of the Odunpazarı group resulted in the formation of the aforementioned civil platform, ESYO, which was an important step towards sustainable NGO-local government coordination. However, with their achievement in the process and their positive contribution to the project and process, the Odunpazarı group was at times overly enthusiastic about their achievements. It was necessary to prevent an imbalance of representation during this meeting. For this reason, STGM personnel asked these participants to be mindful of the need to respect the representation rights of other participants (YADA, 2006). The statements of the Odunpazarı group following the meeting about the Seyrek group's passivity was an example of the potentially disruptive attitude of the Odunpazarı' participants (see appendix J (12) for the explanation of the participants from Odunpazarı and Seyrek group on this situation).

In the second meeting, municipalities were grouped according to their characteristics and the Odunpazarı group worked to determine a strategy to realize the project aim with the Gazi group. During the activity, the municipalities, first, focused on issues related to education. They planned to undertake a needs analysis study and based on this study they decided to plan a capacity development study both for municipalities and NGOs. Moreover, they decided to take the necessary steps to organize and collect the educational materials and knowledge held by the local municipality and NGOs and then to share this knowledge. According to the study of Gazi and Odunpazarı Municipalities, this process would be completed in a three to six months period. Furthermore, since they planned to educate experts who would educate the others, they made a request to receive the support of STGM. Both groups promised that following the support of STGM, they intended to develop their educational staff. Moreover, the necessity of providing an opportunity in order to introduce

the NGOs programmes and activities was emphasized. Furthermore, these two groups asked for the organization of workshops on budget and intensification in the following meeting. Besides, they emphasized the need for a preparation to develop a memorandum of understanding on cooperation and joint study. With this study, the Odunpazarı municipality took important steps to establish the theoretical background that was necessary to work in their locality (STGM, 2006).

During the meeting, all of the participant groups designed and presented their road maps. However, instead of the road map, Odunpazarı group simply presented ESYO and their conducted and planned activities. It maybe because they determined their aim in the context of this project as the foundation of ESYO. Presentation of the Odunpazarı Municipality included their steps taken until the meeting, ESYO, facilitator team, their activities and organization. Odunpazarı group emphasized the following points during their presentation (presentation of Odunpazarı group, 2006):

- The first step on the way that was resulted with foundation of ESYO' was taken by the Odunpazarı Municipality as a social project.
- The Odunpazarı Municipality will provide a building, which will be used as center of ESYO, and logistic support for the building.
- The logistic support of the municipality will include security, catering, communication, technical infrastructure, human resources.

In the second meeting of the project, the Odunpazarı group declared that to achieve the working of ESYO, they were still in the process of looking for a practical center. However, they aimed to complete the preparatory works for the center and to open it in September 2006. At the opening ceremony of the ESYO' center, the activity plan of ESYO for September-December period would be presented and the center would be opened to use of NGOs in Eskişehir. According to explanations of the Odunpazarı group, the ESYO center would include a support center that would be used as office and conference hall by NGOs. Moreover, there would be necessary equipment such as Tables, computers, internet connection, photocopy, phone and fax. The center would be used by NGOs and the organization of the offices and hall would be arranged by the facilitator group. Moreover, there would be two personnel who would be employed by the Odunpazarı Municipality as communication expert and project development expert.

**The process between the second and the third meeting of the project:** After the second meeting the Odunpazarı group continued to work on ESYO. They continued their activities under the name of ESYO and STGM organized study visits to Eskişehir between the process of the second and the following meeting. Until the study visit of STGM, the activities of ESYO included educations on civil society, basic computer and internet, communication and a picnic with representatives of NGOs. Then, STGM organized a study visit on July 24-26, 2006 for capacity development education. In addition to STGM' personnel, three experts participated to this three-day activity. The capacity development education was mostly on rights of women, disabled, consumers, and on the areas of environment, culture, art, children, volunteering and youth. The activity was conducted with the participation of the 42 representatives from NGOs that work on issues related to education. The titles of the courses were civil society including basic approaches, an ecological approach to civil society, management of NGO and strategic planning and communication education directed NGOs (STGM, 2006).

After the capacity development education, in September 2006 ESYO' center opened and on September 6, 2006 STGM visited the ESYO center and some NGOs in Eskişehir. STGM' visit was dependent on the other project of STGM known as 'local support center' and the STGM team checked Odunpazarı and ESYO center in terms of its fit with the project during this visit (see appendix J (13) for the explanation of the mayor and his advisor on the 'local support center' project). After the opening of ESYO, the facilitator group organized activities including training for capacity development and activities to increase sharing of good practice.<sup>22</sup> In addition to activities and meetings open to all, the facilitator group met at least two times every month (see appendix J (14) to explain to participants from Odunpazarı about the organization and activities of ESYO).

While the Odunpazarı group continued their studies and activities under the roof of ESYO, STGM visited the Odunpazarı group for a third time after the second meeting, on February 15, 2007. The study was defined as a preliminary meeting for strategic planning. Participants of the study were STGM personnel, representatives from the municipality and the members of the ESYO. Following the preliminary meeting for strategic planning, STGM visited Odunpazarı on March 30-31 2007 to conduct the strategic planning study.

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<sup>22</sup> The education activities were management of the project cycle, preparation of EU Project to take grant, financial cooperation of EU and Turkey, basic computer, EU youth projects and refugee informing meeting. Moreover, ESYO organized iftar-meal to increase the sharedness.



**The third meeting of the project:** On April 25-27, 2007 the third and the last meeting of the project was held in Kızıltepe. Odunpazarı group participated in this meeting as one of the four participant municipalities. In this meeting after the presentation and discussions, Odunpazarı' road map developing activity was discussed with representatives from municipality and NGOs from Odunpazarı group. The road map of Odunpazarı was designed mainly to afford their activities to improve ESYO and studies in the context of ESYO. Road map of Odunpazarı focused on the primary activities of ESYO including the completion of the strategic planning, improvement of the participation mechanisms and enlargement of their effectiveness, supporting the organizations in the areas of environment, women and human rights, enlargement of their visibility, routine activities of ESYO and selecting a sibling municipality. Moreover, during designing the road map, Odunpazarı group defined the time Tables and sub-activities to realize their primary activities. After the presentation of the road maps of all localities, the third and last meeting of the project was completed with the general evaluation of the project and project process.

**The process after the last meeting of the project:** Although, the meeting in Kızıltepe was the last organization of the project, STGM organized four more study visits to the Odunpazarı Municipality in the context of the other STGM 'local NGOs support center' project, as the Odunpazarı Municipality had first become involved STGM within the context of this other project. These study visits were organized in the following dates to complete the strategic planning study in Odunpazarı on May 4-5, 2007; on May 12, 2007; on May 30-31, 2007 and on June 10, 2007. According to interviewees in one of the strategic planning meetings, the vision of ESYO is determined 'as a precursor city in terms of democratic participation with its institutionalized and powerful NGOs' with the participation of its members. ESYO conducted its following activities and studies to reach this vision.

After these study visits of STGM, Odunpazarı group continued their activities with the NGOs in the Eskişehir under the roof of ESYO. According to some interviewees, the activities of ESYO and the contemporary situation of ESYO are not as robust as when it was started (see appendix J (15)). Opposed to this view, an interviewee, who is a volunteer worker for ESYO (phone interview conducted in June 2012), argued that the number of members of ESYO is increasing everyday upon the activities and studies of ESYO. Today ESYO still continues to operate and conduct activities; however during the field study of the present research, it was in the transformation process. In August 2011, when I interviewed the participants of Odunpazarı, the 'local NGOs support centers' project had been concluded

and STGM decreased its financial support to ESYO (see appendix J (16) for the explanation of the participants from Odunpazarı about the ending of STGM' project which supported ESYO). With the end of the STGM project, one of the two workers at ESYO was laid off (see appendix J (17) for the explanation of the participants from Odunpazarı about the cancellation of the contract of ESYO personnel). However, ESYO continues as a local support center of STGM, as the aim of the STGM 'local NGOs support center' project was to establish local centers in different contexts of Turkey with the support of the EU grant. Therefore even though the project ended, STGM planned to provide for the sustainability of its local support centers<sup>23</sup>. Therefore, ESYO, which is also referred to as a STGM local support center, still continue its core operations and activities.

The interviewers from Eskişehir described ESYO as a network aim to develop the capacity and communication of NGOs. Moreover, they defined the role and relationship of the Odunpazarı Municipality, STGM and ESYO as strategic partnership. According to information taken from the interviews, until STGM started the project called "local support centers" with the partnership of ESYO, all of the expenditure of ESYO was financed by the Odunpazarı Municipality. After the STGM project started, STGM gave support to ESYO including support for the costs of internet, phone and natural gas, and stationery equipments. On the other hand, the Odunpazarı Municipality provides a building to use as a center for civil society and expenditure for the ESYO center as water and electricity.

According to one of the member of ESYO, with whom I talked on the phone to learn the present situation of ESYO in June 07, 2012, today the member NGOs' of ESYO number 220. Moreover, she gave some information related to progress of ESYO after August 2011. She explained that the support of STGM finished because the project ended and one of two workers of STGM was dismissed in July 2011. During the process between July 2011 and May 2012, STGM did not give any additional support to their regular grant to cover the costs of internet, phone and natural gas, and stationery equipments. However, according to interviewee, in June 2012 a new project started which includes the support for ESYO and two workers of STGM started to work for ESYO as a local support center of STGM.

Until today strategic planning, preparation of campaigns, capacity development, participatory budget, and seminars are determined according to the needs of NGOs. Personal

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<sup>23</sup> The other local support centers of STGM locate in Adana, Diyarbakır and Denizli and all of these centers opened in November, 2007 (Official web site of STGM, date assessed: 07.06.2012).

development seminars were also conducted. STGM supports ESYO in terms of seminars and training, campaigns and festivals. Moreover, the outcomes of Odunpazarı are as a result of the participatory process including ESYO with its 220 member NGOs in Eskişehir, ESYO' activities, develop the participation culture in Eskişehir, other social outcomes and celebration of the NGOs fest in every summer beginning from 2007. ESYO celebrated NGO fest as it is last activity on June, 02 2012 with the participation of 50 NGOs, Osmangazi Univesity, Eskişehir City Council and the Odunpazarı Municipality also participated in the last fest of ESYO.

### **3.3.2 Contextual settings of Seyrek and its participatory process**

#### **3.3.1.1 Contextual settings of Seyrek**

In this part, I introduce the contextual setting of Seyrek as one of the participant of the STGM project. Seyrek was a small sub-district of İzmir that is located in West Anatolia. The population of Seyrek was 2028 in 1997 and 3865 in 2000 (the portal of local municipalities date assessed: 05.04.2012). According to the last mayor of the Seyrek Municipality the population was 8.000 during the project process around 2007 within its four neighborhoods. However, with the Metropolitan Municipality Law (no: 5747, ratified on 22.03.2008), the legal entity of the Seyrek Municipality was cancelled and it merged with the Menemen Municipality with all its neighborhoods.

Seyrek is located in Menemen in the District of İzmir. It was a small village in the 1920s when the Turkish population, who migrated from Thessaloniki/Greece, was settled there after the war. However, in 1994 it became a sub-district and a municipality was established in Seyrek. In 2004, with the law 5216 called "Metropolitan Municipality Law" it was absorbed into the big municipality' urban area boundary and became a first level municipality. Then four villages close to Seyrek became its neighborhoods, and in March 2009, when the Seyrek Municipality was cancelled there were seven neighborhood of Seyrek. In 2005 the population of Seyrek with its all neighborhood was about 8000. Almost half of this population was living in Seyrek sub-district and the other half was living in the four villages of Seyrek (Gülçubuk & Kapucu, 2007). Comparing it to the population of the Menemen based on data of DPT (2004), the population of Seyrek, as a central sub-district of Menemen, which is 114 457, is about one-fifteenth.

Seyrek's population was mostly middle-aged and elderly with the number of children and youth decreasing gradually. According to Gülçubuk & Kapucu (2007), about 15% of the population was under 20, 60 % was aged between 20-50, and 20 % were above 50 years old. The most interesting finding on the population of Seyrek was the significant decrease in the population of the youth, which would present future problems in terms of labor supply. The economy of Seyrek is mainly based on agriculture, especially plant production. Although, there are education and business sectors and industrial companies based on agriculture including cotton and dairy plants, their affects on the economy of Seyrek was limited in the first decade of the 2000s (Gülçubuk & Kapucu, 2007).

According to DPT, İzmir is the most developed city among the 81 cities of Turkey based on 2011 data, as it was in the year 2004. However, looking to the development level of the districts, according to DPT (2004), Menemen is in the 466<sup>th</sup> order for urbanization; 87,34 % of the Menemen population was literate; and the general budget income per person was 17.292 (TL). While 57,86 % of Menemen population worked in agriculture sector; 13,73 % worked in industry; 28,41 % in the services sector and the 4,76% of the population was unemployed (Table 3.8).

The Seyrek Municipality was established in 1994 and after its foundation two different mayors took charge. The first mayor of the Seyrek Municipality was Nurgül Uçar (CHP) who was also the last mayor of the municipality. Before the merging of Seyrek and Menemen Municipalities, the mayor was Nurgül Uçar during the 2004-2009 period. In his period Seyrek became a participant of the 'Local Government and NGO Cooperation in Participatory Democracy' project (see appendix K (1) for how the mayor presents Seyrek and their participation to the project). According to the mayor, before the beginning of the STGM' project, tendency towards a civil society and relations with civil society started to develop mostly under the name of a social project. She declared that participation and the participatory decision making process is very important. She explained the participatory practices in Seyrek, their aims with these projects, and the importance of participation and participatory decision-making process. The mayor's words on participation and the importance of participation reveal 'how she views the participation'. According to her words, the mayor of the Seyrek Municipality accepts participation as an end itself (see appendix K (2) for how mayor of Seyrek see participation).

While the mayor was explaining the development history of the Seyrek Municipality, she explained the process when they got an invitation to be a participant of the project. The mayor stated that they got an invitation when they started to work on empowerment and governance in Seyrek (see appendix K(3) for how the mayor of Seyrek explained their participation to STGM' process). After the local municipality election in March, 2004, which resulted in her selection, women in Seyrek began to meet at the Seyrek Municipality building once a week. In those meetings they discussed their problems, their relatives or friends and their living environment. During these discussions they worked to produce solutions to their problems. After a time, on January 15, 2005, several women decided to participate in these regular meetings with a representative as a spokeswoman. They selected a woman as women' mayor of their initiative. They called their group as 'Mothers' house' (turkish: Anam Evi) initiative group that was a 'civil togetherness' created by Seyrek' women population. This group organized some enlightenment seminars with the support of the mayor of the municipality. Seminars were organized in 2005-2006; the problems of the production of cotton, commemorating Atatürk, women's health and law problems, right and responsibilities of person, education and common public education and 'Mothers' house' group' structure and its activities. In addition to these seminars the group organized a trip to Çanakkale with 46 women from Seyrek on October 16, 2005 to (Seyrek Belediyesi Kültür Yayınları, 2006). As it is seen in the case of women initiative, there were some initiatives in terms of participation, governance and empowerment before the participation of Seyrek to the project. When the mayor of the Seyrek Municipality was trying to activate mostly women, it became a participant of the project (see appendix K(4) for how the mayor of Seyrek and the people from Seyrek explained their village' and municipality' history). Interviews with the mayor and the population of Seyrek showed that there were practices on participation and governance mostly focused on women before Seyrek being a participant of the project. However, with the cancellation of the Seyrek Municipality and merging with the Menemen Municipality almost all of their studies and activities were ended (see appendix K(5) for how the mayor of Seyrek presents the cancellation process of Seyrek). In the following part, I will present the participatory process of Seyrek as a participant in the project.

### **3.3.2.2 Participatory process of Seyrek**

In this part, I present the 'Local Government and NGO Cooperation in Participatory Democracy' project process of Seyrek and the participatory studies, activities and project

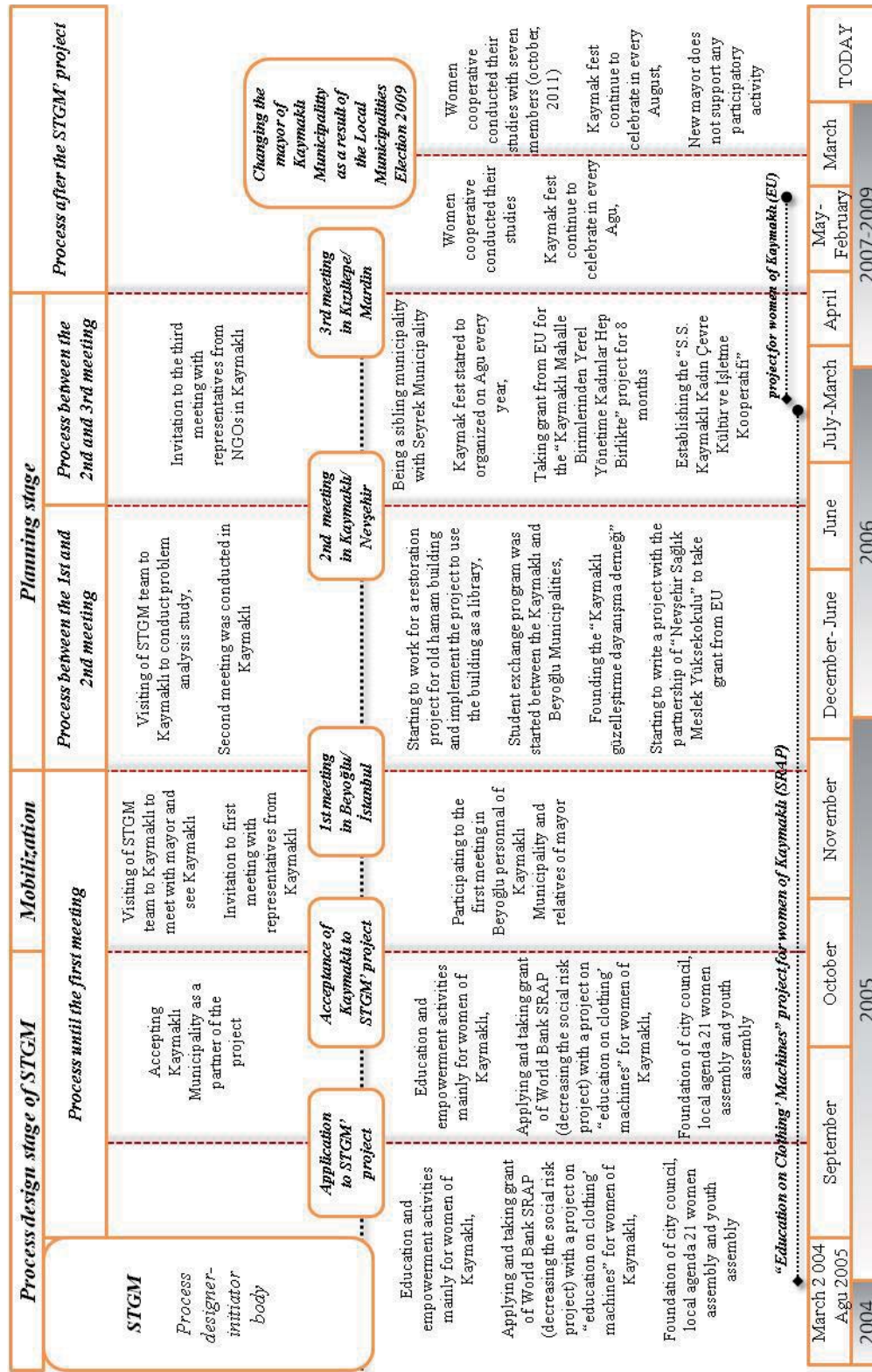
beginning with the invitation of the Seyrek Municipality to be one of the participants in the project (Figure 3.6). During the participation of Seyrek in the project, activities and studies were organized that resulted in significant outputs and outcomes in Seyrek (Table 3.13).

Unlike the other participant municipalities, Seyrek did not apply to be a participant of the project. After the selection of participant municipalities among the applied municipalities, due to the STGM's policy of sensitivity to social gender, an expert from KA-DER was consulted on the issue. Upon this consultation, the Seyrek Municipality was contacted because of the positive discrimination policy of STGM. The Seyrek municipality also had a female mayor who was from a different political background to the other municipalities. Upon this invitation, the mayor expressed that she and her municipality were willing and volunteered to participate in the project (STGM, 2005). The project coordinator and mayor explained selection of Seyrek as a participant of the project in the same way (see appendix K(6) for how STGM' team and mayor of the Seyrek Municipality explained their invitation and the participation process).

**Table 3. 13:** The activities & studies, outputs and outcomes of Seyrek in the project.

Time	Activity	Output	Outcome
<b>The first meeting of STGM' Project in Beyoğlu on November 2005</b>			
<b>Process between the first&amp; second meetings</b>	Problem analysis study conducted by STGM team	Defining the dominant problems of Seyrek	
	Creating study groups, each included seven Kaymaklı' people		Study groups came together to discuss sharedness & increasing awareness
<b>The second meeting of STGM' Project in Kaymaklı on April 2006</b>			
<b>Process between the second &amp; third meetings</b>		Deciding to be a sibling municipality with the Kaymaklı Municipality	Being a sibling municipality with the Kaymaklı Municipality
	A research conducted on Seyrek' development potentials	A report was prepared	
	A meeting was organized by STGM to discuss road map of Seyrek, participants' proposals on solutions on problems and prioritization.		Increasing awareness & sharedness
<b>The third meeting of STGM' Project in Kızıltepe on November 2005</b>			





**Figure 3.6** The participatory process of Seyrek in the case of the 'Local Government NGO Cooperation in Participatory Democracy' project.



After the determination of participant municipalities, STGM talked with mayor of the Seyrek Municipality by phone in October 2005. Then, the Seyrek Municipality was invited to the first meeting in Beyoğlu with representatives of NGOs in Seyrek and personnel from the municipality along with the mayor. However, there were not any NGOs within the boundary of Seyrek. With the selection of the Seyrek Municipality and the invitation to the first meeting, a consensus mobilization process was started in Seyrek. During the consensus mobilization stage, the mayor of the municipality explained the project to the Seyrek population and she asked for who would be willing to participate in the first meeting in İstanbul (see appendix K(7) for how participants from Seyrek explained the consensus mobilization process). Seyrek population selected six residents, one female and five men to participate in the project meetings.

**First meeting of the project:** Upon the invitation of STGM, Seyrek group participated in the first meeting in Beyoğlu, however, none of the participants of Seyrek was a representative of NGOs (see appendix K(8) for how participants from Seyrek explained their participation and experiences in the first meeting). As a result of the meeting, it was decided to continue to work with the Seyrek Municipality as one of the participant municipalities. As other participant municipalities, Seyrek group declared that they will share their knowledge and experience that were gained in the meeting, with the related organizations, institutions, and persons and they desired educational and technical support from STGM in the project issues (STGM, 2005).

**The process between the first and the second meeting of the project:** After the first meeting, with the outcomes of the meeting the participatory process was conducted in Seyrek and planning stage of the Seyrek process started (see appendix K(9) for how participants of Seyrek explained the outcomes of participation to STGM' project). After the meeting, STGM personnel visited to Seyrek on April 12, 2006, to conduct problem analysis studies.

**Problem analysis study of Seyrek:** The problem analysis meeting of Seyrek was organized on April 12, 2006. The meeting was held with the participation of officers from municipality, Seyrek population and STGM personnel. The study was shaped according to the dominant problems of the region. Moreover, joint projects and possibilities to create cooperation were studied during the meeting. STGM personnel gave information about the grant program (STGM, 2006). The problem analysis study was conducted by a project coordinator focusing

on the dominant problem of the locality (see appendix K(10) for how STGM' team explained their studies in Seyrek).

**Second meeting of the project:** After the problem analysis studies in the localities, on June 20-22, 2006 the second meeting of the project was organized in Kaymaklı. Participants attended this meeting from Seyrek from Seyrek (see appendix K(7) for how participants of Seyrek group were selected to participate in three general meetings of STGM project). During the second meeting, the Seyrek group had established a close relationship with the Kaymaklı group. According to YADA (2007), as it was mentioned by participants of Seyrek, this closeness is related to the similar social and economic conditions of these localities. Moreover, there were no formal NGOs in both Seyrek and Kaymaklı, because of the small population and limited resources of these localities. According to participants of Seyrek they connect with the participants of Kaymaklı and Kızıltepe rather than Gazi and Odunpazarı (appendix K(11) reveals the explanations of participants from Seyrek on their relations with participants from other participant localities). On the other hand, since the representatives of Seyrek were unorganized locals, the Seyrek group was distinguished by its lack of civil experience and different status by the other participants groups. According to YADA (2007), these reasons determined Seyrek group's relative passivity and lack of contribution during the meeting. Besides, participants from the Odunpazarı group criticized the organization of the event for not developing remedies for preventing such inequalities referring to the Seyrek group's passivity (YADA, 2006). Actually, participants of Seyrek group were aware of their lack of education and lack of experience in terms of civil society. Moreover, they were aware of the fact that participant groups that were coming from the big localities did not like or approve them. In addition, some of the participants from Seyrek were also aware of the problem of being together with people from the different levels in terms of education, profession and experiences (appendix K(12) reveals the explanations of participants from Seyrek on how they felt on the acts of the other participants against them). On the other hand, although coordinators of STGM and project were also aware of the differences between the participant groups, they preferred to continue a project with the participation of different groups (appendix K(13) reveals the explanations of STGM' team on togetherness of different groups in the meetings).

In the second meeting, municipalities were grouped due to their characteristics in terms of economy and society, and their scale. Since both Seyrek and Kaymaklı' scales were smaller than Gazi and Odunpazarı municipalities, the Seyrek Municipality worked to determine a

strategy to realize the project aim with the Kaymaklı Municipality. As a result of the joined study, the most important problem of the Seyrek and Kaymaklı was determined as the lack of organization culture in their. Since this joint activity aimed to achieve a six months planning process until the next meeting, the group put up abstract goals for the next six months. To do this, it was decided to start to work for the better organization of agricultural development, an organization for women and one for youth. Moreover, the joined group planned their road maps to start these activities for their own localities. As a result of the group study, the issue with a primary importance for Seyrek was defined as the participation of women in social life, participation of youth in social life and providing for economic development. First, to address the women organization theme, it was planned to found a women cooperation association in a three months period. Second, to provide the youth organization it was decided to realize meetings and seminars with the aim of capacity development. Last, in order to increase supports to farmers in the development of agriculture, it was decided to found an agriculture study group in their locality. Besides, as one of the important outcomes of this joined study, Kaymaklı and Seyrek Municipalities decided to be sibling municipalities (appendix K(14) reveals the explanations of the mayors on being sibling municipalities). According to the STGM report (2006) both Seyrek and Kaymaklı municipalities had a chance to define abstract implementation steps in the regional evaluation meeting. After this study, an expert of STGM argued that both in Kaymaklı and Seyrek, there was a need to raise the speed of the development of local NGOs and the organization of citizens should be supported. The support of STGM in order to gain a success on the activities in this framework had an initial importance (STGM, 2006).

After the joint group study, in the second meeting all localities developed their road map. The road map of Seyrek mainly consisted of three parts: vision, main problems and road map of Seyrek in terms of women organization, youth organization, economy of Seyrek and support of STGM. First, the vision of Seyrek was defined as “a town with a high education and welfare level, which’ population is increased with an education in a discreet relation with a full of love and respect”. The second, main problems of Seyrek was determined as low level participation of women because of disorganization, low level participation of youth because of the weak communication between different age groups, economy of Seyrek that development based on agriculture and tourism, and environment of Seyrek with natural beauty that should be protected by an organized lobby. Third, depending on their vision and main problems, representatives from Seyrek group developed their road map and defined necessary steps to implement their road map as follows: Women cooperation association will

be founded, and members of this association will meet once a month to plan projects and implement them; a project related to women participation will be prepared to take a grant from SRAP; women cooperation association will discuss the “whitewashing the all streets in Seyrek” project with the support of the Seyrek Municipality; the organization of youth council will be supported; a young person from Seyrek will participate in the next STGM meeting; with the sibling municipality, the Kaymaklı Municipality, the youth exchange program will be organized between Kaymaklı and Seyrek youth councils; with the participation of related persons and groups, an agriculture group will be created; two meetings will be organized with the participation of related associations and organizations to provide the discussion on the problems and development of agriculture; and a meeting will be organized to explain the civil society and civil society associations to Seyrek population with the participation of STGM’ representatives.

**The process between the second and the third meetings:** After the second meeting, the Seyrek representatives continued to work for their locality (appendix K(15) reveals the explanations of the participants from Seyrek on their studies and activities after the second meeting). In August 2006 with the desire of Seyrek mayor and population, STGM started research on Seyrek’ development potentials. The research was conducted by experts from August 2006 and the early results of the study were presented in December 2006 during the study in Seyrek with the participation of the STGM team.

In December 2006, STGM personal made their last visit to Seyrek. The meeting was realized with the participation of civil associations, Seyrek population and representatives from the Seyrek Municipality. The road map of Seyrek that had been developed in the second meeting was presented and the issues that could be added to the road map were discussed. Then, on some issues, participants developed their proposed solutions and prioritization. The main impressions of the coordinator of STGM during this study is the fact that there was a group which was opposed to municipality and so they did not participate in the studies, since the study was conducted under the name of the municipality. Moreover, one part of the participants did not have the capacity and interest to conduct such a study (see appendix K(16) for how the STGM team and participants from Seyrek explained the meeting in Seyrek). As it was observed by the STGM team, there was a conflict between the supporters of the mayor and the other group which did not support the mayor. During the interviews, this political conflict was explained, mostly by female participants (see appendix K(17) for the explanation of women on the conflict among the Seyrek population).

**The third meeting of project in Kızıltepe:** The third and the last meeting of the project was held in Kızıltepe. The Seyrek group participated in this meeting as one of the four participant municipalities. In this meeting after the presentation and discussions, Seyrek road map and developing activity was discussed by the Seyrek group. The road map of Seyrek was developed according to the one that was designed in the second meeting. The road map of Seyrek included the contemporary situation in terms of organization, priorities and goals, and activities. First, they explained their contemporary situation having established seven study groups that were developed to focus on the problem analysis study supported by STGM. While some of them took some steps to activate some groups such as women, education, creation of alternative sources of income and youth, the Seyrek group would work to activate the others as muhtars, agriculture and tradesman. The group defined their privacy to provide development of consciousness of civil society and the independent institutionalization of the study groups. Their primary goal was described as a foundation of civil society organization in a year in seven areas related to the main study issues and the activation of them. To reach their primary goals, Seyrek group would start to work for a campaign called as ‘we manage our village’ after the meeting. Moreover, the Seyrek Municipality would support this campaign by helping to increase the number of participants. Besides, a survey study would be conducted for each of the study groups with the support of STGM, and based on the results of the surveys an education program would be organized to increase the organization consciousness. In order to provide for the participation of Seyrek population, it was decided to organize an activity in each of the seven study groups. After the presentation of the road maps of all localities, the third meeting of the project was completed with the general evaluation (see appendix K (18) for how participants from Seyrek evaluated the process of Seyrek in the case of the project). This was the last meeting in the context of ‘Local Government and NGO Cooperation in Participatory Democracy’ project and after this point Seyrek would continue its own participatory process independently without the support and cooperation of STGM, as all of the other participant municipalities.

**The process after the project:** After the STGM’ project, the Seyrek Municipality continued with their studies and projects in terms of participation, governance and empowerment. During 2007 and 2008, as it was stated by the participants of Seyrek group, meetings were organized on themes of agriculture, tourism, education and health. All these activities were organized and supported by the mayor. Moreover, Seyrek became a partner of a project of ‘Nature Association’ (turkish: Doğa Derneği) called ‘establishing sustainable tourism in the region’ and settlements to improve the conservation situation of Gediz Delta’. Although, this

project started just after the STGM project in 2007, there was no relation between these two projects. However, as it was explained by coordinator of this project, STGM' project and the outcomes of the project eased their studies with the population of the Seyrek (see appendix K (19) for how an expert evaluated the process of Seyrek in the case of the Gediz project).<sup>24</sup>

However, all of the studies in Seyrek finished with the annulment of the Seyrek Municipality, which served to halt these steps in Seyrek (see appendix K(21) for what are the thoughts and opinions of the mayor and population of Seyrek on the project). As Seyrek population stated that there were many outcomes of the projects which were developed during the period of 2004-2009 including 'Mothers' house' which includes a small group of women who produce some traditional foods and earn money but not regularly; social life of population especially women' have been changed and the man-woman relations, and with the other social outcomes participation culture has been developed in Seyrek. However, in addition to the effects of the projects, one of the main reasons of the social improvement, especially in terms of man-woman relations arising from there being a female mayor of the Seyrek Municipality. Some of the participants emphasized the effect of the gender of mayor on the developments in Seyrek (see appendix K (22)).

In sum, both the contextual settings of the case localities and their processes in the case of the 'Local Government and NGO Cooperation in Participatory Democracy' project are significantly different from each other. Even though, there are some similarities between the contextual settings of Odunpazarı and Gazi; and Kaymaklı and Seyrek, parallel to the uniqueness of each case, their processes are also unique. For instance, while the relationship between STGM and Gazi ended after the second project meeting in June 2006 and in December 2006 for Kaymaklı and Seyrek when the project was completed, the relationship and STGM support for the Odunpazarı process is still continuing. The Gazi and Seyrek Municipalities were both annulled with the Metropolitan Municipality law (no. 5747, ratified on: 22.03.2008), and the mayor of Kaymaklı changed in 2009. Therefore, Odunpazarı is the

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<sup>24</sup> The project was conducted by 'Nature Association' with the partnership of the Sasalı and Seyrek Municipalities and 'Aegean association to protect the natural live (turkish: Ege Doğal Yaşamı Koruma Derneği)'. However, there was also another association called as "İZKUŞ. İZKUŞ was founded at the end of 2002 in order to conducted studies in terms of protection of Gediz' Delta-İzmir Bird Sanctuary, restoration of the disrupted habitats, conduction of the monitoring activities and researches, introduction of the area in national and international levels. The members of associations determined as İzmir provincial special administration, İzmir Metropolitan Municipality, Çiğli, Menemen and Foça Municipalities. However, before the cancellation of the Seyrek municipality, Seyrek Municipality was also one of the member of the İZKUŞ. During the period between on June 01, 2006 and June 23, 2009 as the mayor of Seyrek Municipality, Nurgül Uçar was the mayor of İZKUŞ (Official web site of the İZKUŞ) (appendix I (20)).



only case municipality where the mayor and the legal status of the municipality did not change.

In terms of the participatory process in the four case localities, while Gazi Municipality were unable to progress beyond the consensus mobilization phase, the other three participant municipalities completed their participatory processes within the context of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project. While the Gazi group did not produce any visible outputs and outcomes, they started their activities and studies before being a partner of the STGM’ project. Therefore, even though the Gazi group did not complete the project process; there could be invisible social outcomes of the participatory process of Gazi.

Likewise, the Kaymaklı group, had already initiated a participatory process, in their case in support of the empowerment of women, before becoming a partner of the STGM’ project. During the project process and in parallel to project activities the ‘Beautification, Mutual Aid and Solidarity Association of Kaymaklı’ and ‘Women, Environment, Culture and Enterprise Cooperative of Kaymaklı’ were founded, and ‘Togetherness of Women in Kaymaklı from Neighborhood Units to Local Governance’ project was conducted. Moreover, these initiatives produced social and spatial outcomes such as the restoration of the old bathhouse and making it available for use as a youth center and library..

In with a similar vein Seyrek also focused on the empowerment of local women. While they did not establish a cooperative, Seyrek’ women launched the ‘Mothers’ house’ initiative. Moreover, after the STGM’ project, Seyrek’ group continued their participation culture, by becoming partners to other participatory projects namely, ‘establishing sustainable tourism in the region’ and settlements to improve the conservation situation of Gediz Delta’.

On the other hand, Odunpazarı Municipality, as one of the triggers of the ‘Local Government and NGO Cooperation in Participatory Democracy’ Project, aimed to found a NGOs center in the project process. This aim was realized and as an outcome of the project process Odunpazarı Municipality founded ESYO as a NGOs center, which was still in operation when this study was published in 2012. Moreover, parallel to the objectives of ESYO, the Odunpazari process continued to produced outputs and both social and spatial outcomes.



Therefore, in terms of the activeness of four participant groups and their participatory processes, except for the Gazi group, the other three groups were seen to have conducted active processes parallel to their aims within the context of the case project process. Kaymaklı and Seyrek Municipalities had similar contextual characteristics and shared a common aim for the empowerment of women. They also conducted similar activities. However their activities were formed with the effects of their own contextual settings, which mainly explain the differentiation of their processes. Gazi and Odunpazarı Municipalities were similar in their contextual characteristics and their aims to establish NGOs center in their localities. However, while the Odunpazarı group achieved their aim, the Gazi group could not.

Some similarities were noted between the localities and parts of their participatory processes, however their processes, outputs, outcomes, and successes were found to be dissimilar. These differences would enable the present study to explore the socio-psychological dimensions as factors affecting the participatory processes. In the following chapters the socio-psychological dimensions of these four contextually different participatory processes are explored, their relation with the perceived success of the processes are examined, and the dimensions which best explain the differences/similarities of these participatory processes are determined.

This chapter introduced the case study, rationales of selecting the ‘Local Government and NGO Cooperation in Participatory Democracy’ project as case project of the present research, STGM, the case project and the project process. Additionally, it presented the contextual settings of the four localities including Gazi, Kaymaklı, Odunpazarı and Seyrek, and their participatory processes in the context of the case of the project process. The following chapter introduces the methodology of the present study, including the research approaches, variables, respondents’ profile, the data collection methods and process, and data analysis methods and techniques.

## CHAPTER 4

### METHODOLOGY

The main aim of the present study is to explore the socio-psychological dimensions of participatory processes that hinder and/or enhance the realization of participatory practices in the case of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project process and the participatory processes of Gazi, Kaymaklı, Odunpazarı, and Seyrek as the parts of the case project. Moreover, the present study aims at examining the effects of these socio-psychological dimensions on the success of participatory processes that are carried in these localities and the varying effects of these socio-psychological dimensions in these unique contexts. Therefore, this research pursues both exploratory and quasi-experimental research approaches.

The present study is designed as a comparative case study conducted in four contextually different regions of Turkey. The Gazi Municipality within the District of Samsun is located in the Black Sea Region, the Seyrek Municipality within the District of İzmir is located in the Aegean Region, the Odunpazarı Municipality within the District of Eskişehir and the Kaymaklı Municipality within the District of Nevşehir are located in the Central Anatolia Region. These localities are determined as case areas of the present study since all of them were participants of ‘the Local Government and NGO Cooperation in Participatory Democracy’ Project. The Local Government and NGO Cooperation in Participatory Democracy Project was developed and initiated as an EU funded project by STGM and undertaken between November 2005 and April 2007.

**Table 4.1:** The outline of hypothesized, research questions, research approaches, variables, the type of data, data collection and the analytical procedure of the study.

HYPOTHESIS	RESEARCH QUESTIONS	RESEARCH APPROACH	VARIABLES	DATA	DATA GATHERING	DATA ANALYSIS
<b>EXPLORATION/CLASSIFICATION OF SOCIO-PSYCHOLOGICAL DIMENSIONS</b>						
Participatory planning experiences can be explained with the socio-psychological dynamics	What are the socio-psychological dimensions of the participatory experiences that hinder/enhance participatory practices in Gazi, Kaymaklı, Odunpazarı and Seyrek?	Exploratory/ Normative	Subjective descriptive	Frequency of mentions	In-depth interviews, Recording, Reporting,	Content analysis, Multiple Regression analysis technique,
<b>RELATIONSHIP OF THE SUCCESS AND SOCIO-PSYCHOLOGICAL DIMENSIONS OF PARTICIPATORY PROCESSES</b>						
The success of participatory planning practice can be explained with socio-psychological dynamics of the participatory processes	How much do socio-psychological dimensions explain the success of participatory planning practices?	Quasi-experimental	<b>Dependent Variables:</b> Participants' ratings about the success level of the process <b>Independent Variables:</b> socio-psychological dimensions in interactional level socio-psychological dimensions in cultural-contextual level dimensions in procedural level dynamics in individual level	Numeric data (likert scale data), Frequency of mentions,	From (content groups), In-depth interviews, Recording, Reporting, Rating (likert-scale),	Content analysis, Multiple Regression analysis technique,
<b>CONTEXTUAL DIFFERENCES</b>						
Socio-psychological dimensions of the four participatory processes differ significantly from one another due to their contextual characteristic.	How do socio-psychological dimensions explain different participatory planning experiences?	Quasi-experimental	<b>LOCALITIES:</b> participant groups in four locals (North, West and Central Anatolia) <b>Independent Variables:</b> socio-psychological dimensions in interactional level socio-psychological dimensions in cultural-contextual level dimensions in procedural level dynamics in individual level	Numeric data (likert scale data), Frequency of mentions,	From (content groups), In-depth interviews, Recording, Reporting, Rating (likert-scale),	Discriminant analysis technique, Descriptive statistics,

The present study is formulated to answer three research questions: (1) What are the socio-psychological dimensions that hinder and/or enhance the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek? (2) How much do socio-psychological dimensions explain the success of the participatory processes? and (3) How do socio-psychological dimensions explain the contextually different participatory processes?

The literature does not provide the answers to these questions. In addition to the lack of theoretical discussions on the socio-psychological dimensions of participatory processes and their enhancing and/or hindering effects on the participatory processes, there is also a lack of empirical evidence. Previous research has separately discussed a number of popular socio-psychological dimensions of participatory processes including communication, power, trust and conflict. Moreover, not all socio-psychological dimensions and their attributes derived from participation and social psychology literature, and explored within the field study of the present study are discussed in the participation literature. Currently no study exists that examines the relation between these socio-psychological dimensions and the success of participatory practices and the varying effects of these socio-psychological dimensions in such unique contexts. For this reason, the present study aims to bring these aspects to the literature on participatory planning and participation.

The present research followed both qualitative and quantitative data collection techniques. First, qualitative data were collected to explore socio-psychological dimensions from the point of participants of the ‘Local Government and NGO Cooperation in Participatory Democracy’ Project in four case areas. Second, quantitative data were collected to examine the relation between the socio-psychological dimensions of participatory processes, the success of the participatory processes, and the varying effects of these socio-psychological dimensions on the contextually different participatory processes. I collected the qualitative data through in-depth interviews and quantitative data from likert scale ranking. Table 4.1 shows the summary of the research design of the present study with the outline of the hypothesis, research questions, research approach, variables, data gathering and data analysis processes that I will discuss in the following sections of the present study.

This chapter presents the research approaches, variables, respondents’ profile, and the data collection process and data analysis with respect to each sub-research question. First, the research approaches are defined with reference to the question that the study intends to answer. Second, the variables, which were derived from significant findings on participation

and social psychology literatures, are introduced. Third, the respondents' profile explains the selection of respondents and the sample size and the profiles of respondents according to their location, respondents' age, gender, profession and educational level. Fourth, the data collection process introduces the application process of in-depth interviews and likert scale rating and the questions asked to collect both qualitative and quantitative data. Lastly, the methodology chapter presents the data analysis methods and techniques that were used to analyze the collected qualitative and quantitative data.

#### **4.1 Research Approaches**

In this section, I give an outline of the exploratory and quasi-experimental research approaches used in the present study. The study is exploratory because the answer to the main research question of the present study, whether socio-psychological dimensions of participatory processes both hinder and/or enhance participatory practices, does not exist in the literature. Obviously, the findings in relation to this question will help to explore the answer to the other research questions as to the relation between the socio-psychological dimensions, and the success of participatory practices and the varying effects of these socio-psychological dimensions in these unique contexts. Therefore, this study used both exploratory and quasi-experimental research methods.

##### **4.1.1 Exploratory research approach**

Exploratory research is designed to explore a field in a more inductive way, instead of testing a hypothesis by deductive means. According to David et al. (2004), an exploratory research approach is sometimes implemented as a rejection of the predictive method and causal assumptions of the hypothetical-deductive method. There are questions as to whether scientific methods are appropriate to study humans, or whether humans possess different characteristics to physical objects, i.e. consciousness and choice that are invalidated by a hypothetical-deductive research approach, which is based on predictive forms of research and the model of explanation (David et al. 2004).

In exploratory research, the effective attributes and their relation to a dependent event or a case are explored. As it is evoked, the term exploratory research provides better understanding of a concept and helps form the definition of a problem. In using an

exploration-based approach, researchers aim to explore what is going on when and where the existing knowledge is not sufficient to generate hypothesis (David et al. 2004).

Exploratory research is mostly preferred when there is a lack of information on a research problem or lack of experience related to the research issue. Besides, researchers utilize exploratory research when there is a lack of ability or resources to locate relevant facts because of the diffuse nature of the problem or a limited need for information related to such a problem up until that time (Roseman, 1977). Exploratory research is conducted in several forms as pilot studies, experience surveys, secondary data analysis, pilot studies case analysis, and focus groups. In short, as it is stated by Blessing et al. (1998) by studying how a particular process takes place, researchers use exploratory research approaches to find out the influencing factors and their links.

In the present study, an exploratory research approach gives opportunity to explore the socio-psychological dimensions of participatory processes and participants' understanding on success of participatory process, since it gives in-depth understanding about the participatory process presented by informants. Then, a quasi-experimental research approach enables us to examine the relationship between the perceived attributes of participatory processes and evaluations of the success of the process and the effects of the socio-psychological dimensions dependent on the contextual differences. In the following part, the quasi-experimental research approach will be introduced.

#### **4.1.2 Quasi-experimental research approach**

In quasi-experimental research, the relationships between dependent and independent variables in naturally occurring situations are examined. Such research defines the degree of the relationship between two or more quantitative variables. Researchers in quasi-experimental research cannot manipulate the independent variable and the aspects of the situation or randomly assign subjects to various conditions. Researchers often design quasi-experimental research when a typical experimental design is not achievable. Although there are different types of quasi-experimental research, their main feature is that test groups are allocated according to naturally occurring features (David et al. 2004).

According to Babbie (2007) the difference between quasi-experimental research and experimental researches is primarily the random assignment of subjects to an experiment in

the experimental research. As it is stated by Pitts et al. (2004), the concept of a quasi-experiment is primarily introduced by Campbell & Stanley (1963) to make a distinction between the randomized experiments in which the random selection of participants offers benefit for the researcher. In short, quasi-experimental research reveals a causal relationship with a limited control on factors that might affect the outcome (Kahraman, 2008).

As discussed in the literature, the quasi-experimental approach has both advantages and disadvantages. While it is convenient and practical, it has the disadvantage of reduced internal validity (Ross & Morrison, 2008; Bradley, 2009). In other words, choosing a quasi-experimental research approach means preferring relevance and external validity to the control of internal validity. Due to the disadvantages of a quasi-experimental approach, there is a need to increase the utility of quasi-experimental design in the research. Therefore, as in the present study, it is better to design a study that is paired with other research approaches (Ross & Morrison, 2008).

#### **4.2 Variables**

The present study derived its variables from the literature on both participation and social-psychology. The theoretical part of the study presents a literature review that reveals the perceived socio-psychological dimensions of participatory processes. Therefore, research is not restricted to the planning literature but extended to other fields relevant to participation such as collective actions, social movements, educational sciences, education, public management, risk management, resource management, agricultural research, labor participation, organizational administration, conversation and health. While little research has been conducted on the socio-psychological dimensions of participatory processes, some findings were obtained during the detailed review of participation literature in terms of issues concerning communication, trust, power and conflict. The findings of this review were categorized into nine groups depending on their similarities as individual (characteristic, behavior, emotion, attitudes), communication, attribution, interpersonal relationship, persuasion, power, social dynamics, conflict and culture (as can be seen in Table 2.10).

The social psychology literature was then reviewed accordingly and findings of relevance to these nine categories of interest identified. In this way, some of the issues and concepts, which have not been discussed in the participation literature before have been derived. This review was the second step of defining the socio-psychological dimensions of participatory



processes as variables of the present study. As a result of the literature review in the area of social psychology, it was decided to reduce these nine main groups of dynamics to eight groups by eliminating the individual group. Although the present study acknowledges the significance of dimensions related to individuals in social processes, the issue of individuality is excluded from the focus of the inquiry. Such research would require a deeper analytical study of the psychology of people, which, in turn, could easily draw the focus of the whole thesis into in-depth psychology.

In sum, a review of the literature reveals eight significant socio-psychological issues. These are categorized under 'interactional' and 'socio-cultural' groups. The interactional group encompasses issues such as communication, attribution, interpersonal relationship, persuasion and power and their twenty-four sub-issues, the socio-cultural group includes issues relating to conflict, social dynamics and culture and their twenty-four sub-issues are categorized into the socio-cultural level of social psychology (as can be seen in Table 2.20). At the interactional level, the socio-psychological dimensions and their sub- issues are as follows:

- Communication; continuity in communication, communication about emotions, communication about logical things, body language,
- Attribution; internal-personal attribution, external-situational attribution, consistency, others' consistency,
- Interpersonal relationship; symmetric relationship, complementary relationships, change in relationship, resistance to change, trust, hidden agenda,
- Persuasion; the central route, the peripheral route to persuasion,
- Power; different types of power including awarding, punishment, emotional power, social norms, expert power, affecting people desires and expectations with advertisements, being a member of group-conformity.

In socio-cultural level, socio-psychological dimensions and their sub- issues are as follows:

- Social dynamics; sharedness, centrality in a group, type of problem, information load and time pressure, decision making norms, social capital, social networks, group polarization, group think, social identity,
- Conflict; polarization,
- Culture; type of culture including collectivism and individualism, cultural norms, differences among individuals, group cohesion, group boundaries, external constraints, cultural differences, language.

I used these socio-psychological dimensions with their sub-issues to test their validity in the Turkish context and to explore other socio-psychological dimensions that hinder and/or enhance participatory processes. Having introduced the variables in the present study, the following section will describe the sample size and characteristics of respondents in the case areas.

### **4.3 Respondents' Profile**

I conducted the case study of this research with 45 participants of the 'Local Government and NGO Cooperation in Participatory Democracy' project from four participant localities; Odunpazarı, Kaymaklı, Seyrek and Gazi. In addition to participants from the four case areas of the project, I also conducted interviews with the coordinator of the project and the coordinator of STGM. In this section I present the selection of respondents, the sample size and the profiles of respondents based on their localities, and respondents' gender, age and profession.

The respondents I interviewed can be categorized under two main groups: 1) respondents who participated in the three main meetings organized by STGM through which participants from all four contextually different participatory processes came together, 2) respondents who did not participate in any of these meetings due to the limited number of invitations but who are acquainted with the participatory process in their localities. The participants from the NGOs, local residents from these localities, and the mayors of all participant municipalities were interviewed even though the mayors of the Odunpazarı and Gazi municipalities did not take part in any of the meetings. Interviews with the mayors were important, especially to learn about the participation history of their locality and why they wanted to partake in the project. In addition to participants from these four localities, the project coordinator from STGM and STGM' coordinator, at the time of the project, were interviewed and they evaluated the project process and all of the four participatory processes.

First, I introduce the determination of respondents who participated in the main meetings of the project process. As previously mentioned, during the case project of this study, STGM as a designer and organizer actor, held three main meetings to which all of the participant localities participated. These meetings aimed at gathering all participants together, methodologically helping them to map a future for their desired local participatory activities, and allowing them to take decisions on future shared action. STGM invited seven

participants from each locality to these plenary activities. Kaymaklı, Odunpazarı and Seyrek groups participated in all of these gatherings. However, the Odunpazarı and Kaymaklı group participated in all of these meetings with different social actors. As a result, a total of respectively thirteen and fourteen social actors took part in the meetings from these localities. On the other hand, while Seyrek group participated in all the meetings with the same people and a total of eight social actors, Gazi participated in two of these three meetings with a total of eight actors. Therefore, the total participant numbers of people attending the main meetings from each case locality were different (Table 4.2). Moreover, although STGM asked for the participation of mostly NGOs from the case localities, since there were not any NGO in some of the localities including Kaymaklı and Seyrek, citizens who were selected in different ways in each localities, participated in these meetings. As a result, both the total number of the participants and their profiles differ across the four localities.

**Table 4.2:** Total respondents from the four localities who participate the meetings of the project.

Case Areas	Participants of main meetings			NGO members	The mayors & advisors of mayor	Housewives & farmers	Other Citizens
Odunpazarı	13	8 F	5 M	10	1	-	2
Seyrek	8	2 F	6 M	-	1	7	-
Kaymaklı	14	5 F	9 M	-	2	2	10
Gazi	8	2 F	6 M	3	4	-	1
<b>TOTAL</b>	<b>43</b>	<b>17 F</b>	<b>26 M</b>	<b>13</b>	<b>8</b>	<b>12</b>	<b>10</b>

Therefore, during the field study, where the first aim was to select an equal sample size in each locality, a difficulty arose in selection because of the different number of participants from these areas. For instance, as can be seen in Table 4.2, the numbers of participants from both Gazi and Seyrek are lower than the numbers from Odunpazarı and Kaymaklı. First, I attempted to reach all 43 participants of the main meetings. However, as some of the participants did not accept to be interviewed and some of them could not be reached at their contact address, not all of the 43 participants were interviewed. As can be seen in Table 4.2 in detail, only 33 participants out of 43 could be reached and interviewed.

Second, I will introduce the determination of respondents who did not participated to main meetings of the project. In addition to 33 participants who took part in the three main organizations, other participants who did not participate in the three meetings but

participated in the activities, training and other organizations were also interviewed. In Seyrek and Kaymaklı, there were activities undertaken during the project process that involved other people but the participants of these activities did not participate in any of the main meetings. On the other hand, as no activities were undertaken parallel to the project in Gazi, there were no other participants whom I could interview in that location. Therefore, in the present study the participants' numbers are not equal in all four cases. This meant inequality in the number of people interviewed. However, with the exception of Gazi, I interviewed approximately the same number of participants in each of the other three case areas (Table 4.3).

**Table 4.3:** Total number of interviewed respondents.

Case areas	Interviewed Number of Participants of main meetings			Total of interviewed respondents		
Odunpazarı	10	7 F	3 M	11	7 F	4M
Seyrek	8	2 F	6 M	13	7 F	6 M
Kaymaklı	8	3 F	5M	14	9 F	5M
Gazi	7	2 F	5M	7	2 F	5M
<b>TOTAL</b>	<b>33</b>	<b>14 F</b>	<b>19M</b>	<b>45</b>	<b>14F</b>	<b>19M</b>

In sum, during the data collection process I interviewed 47 respondents. 45 of these were from the four case areas as follows: seven respondents from Gazi, 14 respondents from Kaymaklı, 13 respondents from Seyrek, and 11 respondents from Odunpazarı. Table 4.4 shows the distribution of the sample according to localities, gender, age, educational level and profession. With respect to the age groups, almost the half (48.9%) are between 35 and 50 years old. One fourth of the sample (26.6%) are between 25 and 35 years old, and one fifth (18%) are between 50 and 60 years old. The rest (6.6 %) are 60 years old and above. The female (55%) and male (45%) representation was almost equally distributed. According to educational levels, 33 % of the sample graduated from primary school, 16 % from high school and 51% from university. As regards professions, the resulting sample had 20 % as mayors of municipalities and/or advisors to the mayors, 29 % from an NGO' agency, 35.5 % housewives and farmers and 15.5 % other citizens. Another two respondents were from STGM; one was the coordinator of STGM and the other was the coordinator of the project (appendix C).

**Table 4.4:** Distribution of the total sample according to localities, gender, educational level, profession and age differences.

Background/Localities			Sample in				TOTAL
			Gazi	Kaymaklı	Odunpazarı	Seyrek	
	Respondents number	count	7	14	11	13	45
		% within local	16 %	31%	24%	29%	100%
GENDER	Female	count	2	9	7	7	25
		% within local	29 %	64.3%	63.6%	53.8%	55%
	Male	count	5	5	4	6	20
		% within local	71%	35.7%	36.4%	46.2 %	45%
EDUCATIONAL LEVEL	Primary school	count	-	2	-	11	15
		% within local	-	14.3 %	-	84.6%	33 %
	High school	count	1	6	2	-	7
		% within local	14.3%	42.9%	18.2 %	-	16 %
	University	count	6	6	9	2	23
		% within local	85.7 %	42.9 %	81.8 %	15.4 %	51 %
PROFESSION	Mayor and advisor of mayor	count	4	2	2	1	9
		% within local	57.1 %	14.3%	18.2 %	7.7 %	20 %
	NGO's agency	count	3	-	9	1	13
		% within local	42.9 %	-	81.8 %	7.7 %	29 %
	Housewives and/or farmer	count	-	5	-	11	16
		% within local	-	35.7 %	-	84.6 %	35.5 %
	Other citizens	count	-	7	-	-	7
		% within local	-	50 %	-	-	15.5 %
AGE	Between 25-35	count	4	5	1	2	12
		% within local	57.1 %	35.7%	9%	15.4 %	26,6 %
	Between 35-50	count	1	7	6	8	22
		% within local	14.3 %	50%	54.5%	61.5 %	48,9 %
	Between 50-60	count	1	2	3	2	8
		% within local	14.3%	14.3%	27.3%	15.4%	18 %
	60 and upper	count	1	-	1	1	3
		% within local	14.3%		9%	7.7 %	6,6%

#### **4.4 Data Collection Methods**

The present study used two types of methods in data collection. They varied with respect to two different approaches that the study adopted to the responses to research questions. First, the interview methods and second a scaling method were used. First, I used interview methods including in-depth interview and focus group to gather data on socio-psychological dimensions of participatory processes and success definition of participants. The aim of using these techniques was to collect data on participants' in-depth understanding through the open ended questions based on pre-defined socio-psychological dimensions and attributes, evaluation and experiences during the participatory processes (appendix A).

Second, I used a likert scale rating to gather data on the effects of socio-psychological dimensions on participatory processes and the perceived success levels of participatory processes. I asked pre-designed questions to gather participants' ratings from 1 to 7 by using a likert scale rating during the interviews (appendix B). Therefore, I collected both qualitative and quantitative data for the present research. In this part, I will introduce the methods used during the data collection process including interviews, in-depth and focus group interviews, and the likert scale rating.

The study used the in-depth interviewing technique to collect qualitative data. This was appropriate to the study aim of understanding participants' point of view, descriptions, opinions and reflections in their own words. The interviewing technique attempts to uncover the meaning of peoples' experiences and to unfold their world. Interviewing is a form of conversation and through the interaction between interviewer and interviewee during which, knowledge is produced (Flick, 2007). Different types of interviews are defined as narrative interviews, in-depth interviews, factual interviews, focus group interviews and psychotherapeutic interviews. An interview is only one stage of a larger process which includes pre-interview and post-interview stages. While pre-interview stage include thematic clarification of research issues and designing the research, while the post-interview stage comprises transcription, analysis, verification and reporting of the findings.

In the present study a mixed-methodology is used to collect qualitative data. As it is argued by Barbour (2007) there are no-hard and fast rules to determine whether in-depth or focus group interviews are more appropriate. Their pros and cons depend on the research and its subjects. In addition, while some say that they feel more comfortable talking one to one,

others say that they feel more comfortable in the presence of other respondents. For this reason, during the data collection process both in-depth interviews and focus groups were conducted.

An in-depth interview is conducted with respondent one to one, about his/her personal feelings, ideas and experiences. Researchers, when conducting in-depth interviews, use open-ended questions to explore a topic in significant detail from the interviewee's perspective (David et al. 2004). An in-depth interview offers information insights into how participants interpret and order the connections and relationships between particular events, phenomena, and beliefs. Although in-depth interviews have generally been conducted in academic research, focus group interviews have entered academic social research since 1980s (Barbour, 2007). Distinct from the in-depth interview, a focus group interview is conducted with a group of people at the same time. Focus group interviews are well suited for exploratory research, since collective interaction during the interviews may bring spontaneous expressions and emotions more than in-depth interviews. On the other hand, the group interaction reduces the researcher' control on focusing interviewees' attention to the issue of the research and transcriptions of focus group interviews are somewhat chaotic (Kvale, 2007).

While in the design process of the field study the in-depth interview was preferred, in Seyrek and Kaymaklı, due to the respondents' desires and suggestions, some of the respondents were interviewed together as focus group. As a result of my experience during the field study, I believe that if the respondents in focus group know and trust each other, they feel more comfort and the interview process becomes more attractive for them. As a social influence process continues as a result of the interaction between the respondents in the focus group, the interview process becomes more inspiring for respondents.

Second, during the interviews, I also asked the respondents to rate the questions. In this way, I aimed to test the pre-defined socio-psychological dimensions with their attributes and the level of effect on participatory processes. As it is stated by Oppenheim (1992), likert scales are a convenient method to collect data on issues from a number of different approaches (David et al. 2004). By using a likert scale, researchers get more information of a respondent's feelings and/or opinions on a particular topic, as opposed to asking for a simple yes/no or agree/disagree response. A likert scale consists of a scale of items that are a standard set of responses including a mix of positive and negative statements. In the present



study, I used a likert scale that consists of seven points. Respondents asked to rate the effect of pre-defined socio-psychological dimensions and attributes to participatory process by likert scale (1 indicating “not at all”; 7 indicating “extremely a lot”) (appendix B).

Due to the exploratory nature of this study, the researcher aimed to probe the socio-psychological dimensions by using pre-defined variables that were determined within the context of the present study. By asking open-ended questions to respondents through in-depth interviews, I have aimed to explore the socio-psychological dimensions of four case participatory processes. Moreover, during the in-depth interviews, I have also gathered the ratings of participants on their perceptions of the effects’ level of these pre-defined dimensions on the participatory processes. In addition to exploration of the socio-psychological dimensions that hindered and/or enhanced the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek, the present study aims to examine how much these socio-psychological dimensions explain the success of participatory processes and how these socio-psychological dimensions explain contextually different participatory processes. To examine both the relationship between the socio-psychological dimensions and the success of the participatory processes, and the socio-psychological dimensions and their varying effects on contextually different participatory processes, respondents’ ratings on the effects of the perceived socio-psychological dimensions on the participatory processes and success level of these processes in their localities are used.

After exploring the socio-psychological dimensions of participatory processes as an answer to the first research question, the explored socio-psychological dimensions of the participatory processes will be used as independent variables to answer the second and the third research questions of the present study (Table 4.1). In order to answer the second research question, participants’ ratings on the success level of the intervention will be used as a dependent variable with the independent variables. To answer the third research question, independent variables will be examined according to stakeholder groups in four contextually different localities to reveal how these socio-psychological dimensions explain the participatory processes in a Turkish context.

After introducing the data collection methods of the present study, in the following part I will present the data collection process and the questions through which qualitative and quantitative data were collected.

#### **4.5 Data Collection Process**

The data collection process was started in July 2011 in Ankara by interviewing the coordinator of STGM. In August 2011, I conducted interviews in Eskişehir and İzmir; and in October 2011 I completed interviews in Nevşehir and Samsun. Last, I interviewed the coordinator of STGM a second time in December 2011 and in January 2012 I interviewed the coordinator of the project. During the interviews, I asked questions to respondents mainly in two groups. In the first group, four general questions and two additional questions only for mayors and advisors to mayors were asked, and in the second group, forty-six sub-questions, which were categorized under eight main socio-psychological groups in both interactional and socio-cultural levels, were asked to respondents to gather both subjective descriptions and the ratings of respondents.

I interviewed most of the respondents in their homes or in offices in their localities, wherever they felt relaxed and comfortable. For the present study, where the interview was performed was not an important factor, and so it may not have a noticeable effect on responses. Before the interviews, I asked permissions from the respondents to record and report the interviews by saying their responses will not be published and shared with anybody without their permissions. In some cases, some of the respondents asked me if I wanted to record even before I asked for their permission to record interview. They mentioned they didn't want any of their words to be lost. With the permission of respondents I recorded all of the interviews, which were conducted in the respondents' mother tongue of Turkish.

At the beginning of the interviews, I informed respondents that they could ask me to clarify if they did not understand any of the questions. I also invited the respondents to bring it to my attention if they had a suggestion about the questions. Besides, I explained the research with its aims and I underlined that the questions had no right or wrong answers. I told that what I wanted to learn was their experiences, thoughts and feelings during the participatory process. Therefore, I requested the respondents to freely express themselves. In addition, since the respondents of the present study had taken part in a participatory project, most of them felt happy and comfortable to be a part of such a study. Moreover, some of them expressed that with the interview, they were reminded of those times and remembered the memories that made them happy. Furthermore, since they had experienced at least one participation experience through their participation in the case project of this study, they were familiar with expressing themselves in this context. Moreover, some of the respondents

were very pleased and excited to participate in the interview. They expressed that their emotions reflected their efforts in support of the project in their locality. Moreover, some of the interviewees expressed that upon my desire to interview them, they were pleased to be thought of as someone who had contributed to the process in their locality, which made some of them very excited. As a result, all of the interviews were performed in a friendly and sometimes emotional atmosphere. During some interviews emotional moments were experienced because of their longing for the project days. While most of the respondents said that they missed those days, some of them cried during the interview. In short during the interviews respondents behaved as if they had been with friends in a daily conversation.

Due to the number of the questions and the friendly atmosphere, each in-depth interview and focus group took between one to four hours. I personally thought that the duration of the interviews changed depending on how far into the participatory process the respondents had taken part. While the interviews with the respondents who did not participate in the process and/or did not work for the process as much as other respondents generally took between an hour to one and a half hours, interviews with the respondents who participated in the process fully, took generally one and a half hours to three hours. I observed that interviews with those respondents, who had established emotional bonds with the project and actors of the process, were of longer duration than interviews with participants who had had less engagement with the project.

In this study, through in-depth interviews and focus groups, I aimed to explore the socio-psychological dimensions of participatory planning processes, which hinder and/or enhance participatory processes; the relation between these socio-psychological dimensions and the success of the processes; and the varying socio-psychological dimensions and their varying effect depending on the contextual differences. To realize these aims, I started the interviews with four general questions. The first two questions were used to identify which meetings respondents had participated in and the general participation level of respondents. In answering these questions respondents were given opportunity to remind themselves of their experiences during these processes, the participatory process itself, and the outputs and the outcomes of participatory processes. The last two questions aim to create data for multiple regression analysis to examine the relationship between the success of participatory processes and their socio-psychological dimensions. In addition to these four general questions, there are two more questions that were asked only for mayors of the municipalities and their advisors. Questions aim to find the participation histories of the case

areas and the contextual differences of these areas with respect to their participation history (Appendix A).

Following the general questions, interviews were continued with the open-ended questions related to the eight socio-psychological dimensions of participatory processes. Based on the findings of the literature review, I organized the content of these questions on socio-psychological dimensions in eight groups into two main socio-psychological levels: (1) communication, (2) attribution, (3) relationships, (4) persuasion, and (5) power at the interactional level, and (6) social dynamics, (7) conflict and (8) culture at the socio-cultural level. Table 4.5 reveals the content of question groups and the questions (appendix A). During the interviews I asked respondents to rate their response to each question, “from 1 to 7”, as to what extent they thought each socio-psychological dimension affected their participatory processes and the level of success of their own participatory process (appendix B). Following data collection, I reported the recorded answers to the questions and respondents’ ratings on the questions. The subjective descriptions of the sample on the socio-psychological dimensions and success of the participatory processes gave me the raw data on perceptual structures, realization, and evaluations on participatory processes, socio-psychological dimensions of the participatory processes and their affect on the participatory processes.

#### **4.6 Data Analysis Methods and Techniques**

In the data collection phase of the research, two types of data were collected as qualitative data through in-depth interviews and focus groups, and quantitative data through likert scale rating. First, the subjective responses were gathered as qualitative data that were derived from the open-ended questions. Second, the likert scale ranking values of respondents were collected as quantitative data from the ranking of the indicators. As for the data analysis process, I used descriptive and experimental data analysis techniques.

For analyzing qualitative data, I used a content analysis technique to explore the perceived socio-psychological attributes from the subjective descriptions of the respondents. In this way, I aimed to derive a meaningful structure for differentiate the perceived socio-psychological attributes of the participatory processes. As a systematic analysis technique, I made use of content analysis to convert texts into content categories. By coding a text into its categories, it becomes possible to quantify how often specific issues are emphasized in

reported interviews. Using content analysis, the frequency of issues could be compared and correlated with other measures (Flick, 2007). In other words, content analysis counts the word frequency that reveals the importance of issues.

However, during the content analysis process, not only the issues or concepts were counted but mention of them and their effects on the participatory process were counted and categorized in to three groups as in general, positive and negative terms. How attributes are counted and categorized depends on how the participants describe the concept and its effect on participatory process. We can use this to explore their enhancing and/or hindering effects on the participatory processes. Then, I produced association matrices under the perceived socio-psychological dimensions attributes of the participatory processes. These association matrices showed the frequency of mentions concerning each perceived socio-psychological attribute of participatory practices. Then, I categorized the meaningful structures related with perceived socio-psychological dimensions of participatory practices. In this way, classifying the data and calculating the frequency of mentions gave the list of variables expressed by respondents according to their significance and effects on the participatory processes. After the determination of the dimensions of participatory processes, I conducted multiple regression analysis to reveal the correlations between the dimensions of participatory processes. By using multiple regression analysis, I aimed to decrease the number of independent variables. As a statistical technique, multiple regression analysis reveals how the changes in independent variables affect the dependent variable.

Thereafter, I used multiple regression analysis to examine the relationship between the perceived socio-psychological attributes of participatory processes and their' successes. This enabled me to observe the relationships between participants' ratings on the success of participatory processes, as dependent variables, and the content groups of perceived dimensions of the processes as independent variables.

Finally, to extract the differences of socio-psychological dimensions of participatory processes and their hindering and/or enhancing effects on the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek, as one of the objectives of the study, I conducted discriminant analysis. As a statistical technique, discriminant analyses show group differences and display the likelihood that an entity will belong to a particular context (Kahraman, 2008). In this way I was able to identify the extent to which contextually different participatory processes differ from each other, and which socio-psychological

dimensions and attributes explain the difference between the participatory processes. Moreover, descriptive statistics presented quantitative descriptions about each socio-psychological attribute of the case participatory processes. To gather data in this step, for each sample in each participatory process, I reorganized the frequency matrix for socio-psychological attributes of participatory processes.

In this chapter, I introduced the method of the research that included the data collection process. In the following chapters, I discuss the analytical procedures of the present study and their results. The data analysis process and results are obtained in three parts as follows:

- (1) Exploration and classification of socio-psychological dimensions of participatory processes;
- (2) Relationships between the perceived socio-psychological dimensions of participatory processes and their perceived success;
- (3) Varying socio-psychological dimensions and their effects on the four contextually different participatory processes. Each of these data analysis processes and their results are presented separately in three chapters as chapters 5, 6 and 7.

## CHAPTER 5

### ANALYTICAL PROCEDURES AND RESULTS OF THE EXPLORATION AND CLASSIFICATION OF PERCEPTUAL ATTRIBUTES OF PARTICIPATORY PROCESSES

In this chapter, I introduce the perceived attributes, conceptual dimensions and general content groups of participatory processes in the case of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project and the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek which emerged as outcomes of that. This chapter includes three main parts with the aim of answer the first research question of the inquiry: exploration of perceived attributes and dimensions of participatory processes and presentation of the explored attributes and dimensions as the outcomes of the exploration process; classification of these perceived attributes of the dimensions in general content groups and presentation of the general content groups with their dimensions as the outcomes of the classification; and the discussion on the attributes and dimensions of participatory processes with their hindering and enhancing effects.

The first question of the present research ‘What are the socio-psychological dimensions of the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek?’ related to the exploration of the perceived socio-psychological attributes and dimensions of the contextually different participatory processes. To explore the socio-psychological dimensions of participatory processes in the case of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project, first I used the pre-defined socio-psychological attributes and dimensions of participatory processes, which were determined through literature review in both the literatures of participation and social psychology. However, due to the lack of socio-psychological dimensions in the participation literature in terms of the participatory process, it was mostly determined to focus the case study on discussion of the factors affecting participation and participatory processes. Upon the



research, prominent issues of the participation literature were also searched in the area of social psychology in order to determine pre-defined socio-psychological dimensions. In sum, eight socio-psychological dimensions were determined and then used to explore the perceived dimensions of participatory processes. For instance, communication is mainly associated with the Habermasian literature, power with Foucauldian literature, and conflict is discussed in relation to Mouffe' theory. Together these three themes are the most discussed socio-psychological dimensions of participatory processes. However, these socio-psychological dimensions are not usually discussed within the participatory planning field. Moreover, it was noted that none of the previous studies which referred to socio-psychological dimensions theoretically were able to conduct an empirical study to explore the socio-psychological dimensions and their enhancing and/or hindering effects on participatory processes. Furthermore, while communication is one of the most discussed socio-psychological dimensions of participatory processes theoretically; the attributes of communication, which are determined within the context of present study to include the continuity of communication, the issue of communication, body language and their effects on participatory processes are not previously discussed or empirically examined. The same situation is valid for all of the eight pre-determined socio-psychological dimensions, which comprise the theoretical findings in response to the first research question, and which were discussed in the third part of the chapter 2 (Table 2.19).

In addition to eight pre-defined socio-psychological dimensions, following the empirical study and as a result of the content analysis, this research explored 90 attributes organized into 13 dimensions of participatory processes, which were then categorized into four content groups. In this chapter, with the explored and classified attributes, dimensions and general content groups of the case project process and thereafter of the individual case participatory processes, I will present the exploration and classification processes of these attributes, dimensions and general content groups of participatory project process and the four case participatory processes.

In the first section of this chapter, I present the analytical procedure of content analysis, and introduce the perceived attributes and dimensions of participatory processes with their enhancing and/or hindering effects on the participatory project process. The distribution of the dimensions of participatory project process and then the distribution of attributes of each dimension will be presented in this section. The second section explains how I analytically classify the participatory processes' dimensions in general content groups, This process

involved exploring and then reducing the number of perceived attributes within the dimensions of participatory processes into a small number of general content groups. As an outcome this section presents distribution of the general content groups both for the participatory project process and the each case participatory process separately. In the third section, I respond to the first research question of this inquiry and discuss the perceived attributes and dimensions in terms of their enhancing and/or hindering effects on participatory processes.

## **5.1 Exploration of Perceptual Attributes and Dimensions of Participatory Processes**

This section aims to obtain insight to the attributes and dimensions of participatory processes from the sample's perceptions of the socio-psychological dimensions of participatory process. I will first introduce the analytical procedures necessary to derive the perceived attributes and dimensions of participatory processes. The results of content analysis are then presented.

### **5.1.1 Analytical procedures to explore attributes and dimensions of participatory processes**

In the present study, respondents' replies to the open-ended questions about the socio-psychological dimensions of participatory processes are accepted as the source of content analysis. In preparation, I derived extensive listings of possible qualities of the sample's perceptions on socio-psychological dimensions of participatory processes to obtain meaningful structures and categories. The samples' subjective descriptions, obtained during the interviews, were then matched with appropriate content categories, to identify the perceived attributes of participatory processes. Analysis of content exposed the existence and frequency of concepts in the samples' descriptions and enabled me to describe the samples' perceptions of the participatory processes from a socio-psychological perspective.

Hence, to extract the perceptual attributes of participatory processes, I used the respondents' subjective descriptions about pre-defined socio-psychological dimensions. As the existing literature does not present sufficient information about the socio-psychological dimensions that hinder and/or enhance participatory processes, this study was designed as an exploratory research in order to fill this gap. Therefore, to explore the first minor research question "What are the socio-psychological dimensions of the participatory processes that hinder

and/or enhance participatory processes in Gazi, Kaymaklı, Odunpazarı and Seyrek?”, I asked open ended questions on pre-defined socio-psychological dimensions and attributes and their effects on the participatory processes (appendix A). The pre-defined socio-psychological dimensions I identified as communication, attribution, interpersonal relationship, persuasion, power, social dynamics, conflict and culture. I then obtained respondents’ subjective descriptions on socio-psychological dimensions of participatory processes, from their answers to these open-ended questions. I then reduced the answers of the respondents into contents and issues. When interpreting this information, it became apparent that the contents were not limited to the eight socio-psychological dimensions and attributes I had predefined.

In this process, I followed mainly four steps. First, I formed Tables of information to identify main categories of dimensions of participatory processes and their attributes. The first step of this process revealed the content groups and displayed dimension categories of participatory processes. Second, I made a list of all issues arising from the respondents’ answers. I reduced this information to themes or categories by considering respondents’ mentioning in general, positive or negative meaning. Third, I grouped similar issues together. Finally, I developed a label for the issues and turned them into dimensions. I assigned the labels according to their relationship to the socio-psychological dimensions previously defined in the present study. However, the dimensions were not restricted but informed by respondents’ interpretations when answering the questions related to the socio-psychological dimensions of participatory processes. Although the present study aimed to discover the socio-psychological attributes of participatory processes, it explored also individual (psychological) and procedural attributes. It shows the interactive relation between socio-psychological dimensions and other dimensions of the participatory processes, for this reason, the present study argued a participatory process as a social influence process. I identified the labels related to other dimensions with the help of participatory planning and participation literature. After introducing the analytical procedure, I present the results of content analysis in the following part.

### **5.1.2 Results of content analysis**

The content analysis conducted to explore the socio-psychological dimensions hindering and/or enhancing participatory processes in Gazi, Kaymaklı Odunpazarı and Seyrek revealed 90 perceived attributes and 13 dimensions. These are as follows:

- 1) Social dynamics including the issues of central persons, polarization, decision making process, undertaking issues, being a group, social sharedness, focusing, time management, social networks, social identity, problematic issues, social capacity, group think, restrictive norms or rules;
- 2) Interpersonal relationship including the issues of symmetrical relationships, complementary relationships, change in relationships, trust, rivalry, being dominant, hidden agenda, jealousy;
- 3) Power including the issues of power, conformity, awarding, punishment, social norms, expert power, power elements, referent power, hidden power;
- 4) Culture including the issues of cultural variety, cultural norms, cultural differences, attachment, cultural properties, group boundaries, collectivity, individualism, differences between individuals, togetherness of differences, external boundaries, language difficulty, producing shared meaning;
- 5) Organizational including the issues of education and catch-up works in the process, organization, sources of organization, process and its characteristics, experiences in the process, bad experiences-problems in the process;
- 6) Personal including the issues of prejudices, ego, felt emotions, approval-disapproval, personal characteristics;
- 7) Communication including the issues of communication, continuity of communication, building communication, effects of emotional dynamics to communication, effects of rational dynamics to communication, topic of communication (emotional and rational);
- 8) Procedural including the issues of success of the process, sustainability, outcomes of the process, learning in the process;
- 9) Attribution including the issues of consistency, effects of consistency and inconsistency, internal-personal attribution, external-situational attribution, interactions;
- 10) Active citizenship including the issues of active citizenship, volunteering, participants, participation, consciousness, awareness;
- 11) Persuasion including the issues of being persuaded in process, peripheral way to persuasion, central way to persuasion, consensus building, effects of personal characteristics to consensus building, effects of dynamics in interactional level to consensus building, effects of process characteristics to consensus building, effects of social dynamics to consensus building;
- 12) Contextual characteristics including the issues of contextual differences, local government, NGOs;
- 13) Conflict including the issues of conflict, grouping, hiving off and put out of group.

**Table 5.1:** Dimensions of participatory processes with each dimensions frequency of mention.

Dimensions of participatory processes		Within Case Processes				In Total Sample		
		Oduņpazarı	Seyrek	Kaymaklı	Gazi	frequency of mention per person	total frequency of mention	% of total
<b>SOCIAL DYNAMICS</b>	Frequency of mentions	37	27	36	50	37,5 1	605	20,8
	% per persons	24,7 %	18 %	24 %	33,3 %			
<b>INTERPERSONAL RELATIONSHIP</b>	frequency of mentions	31 21		27	27	26.5 1	180	15,3
	% per persons	29,2 %	19,8 %	25,5 %	25,5 %			
<b>POWER</b>	frequency of mentions	19 13		25	20	19.3	868 1	1,3
	% per persons	24,7 %	16,9 %	32,4 %	26 %			
<b>CULTURE</b>	frequency of mentions	23	13	19	14	17.3	782 1	0,2
	% per persons	33,3 %	18,9 %	27,5 %	20,3 %			
<b>ORGANIZATIONAL</b>	frequency of mentions	21	7	16	8	13 61	4	7,9
	% per persons	40,4 %	13,4 %	30,8 %	15,4 %			
<b>PERSONAL CHARACTERISTICS</b>	frequency of mentions	21	7	7	16	12,7 53	1	6,9
	% per persons	41,2 %	13,7 %	13,7 %	31,4 %			
<b>COMMUNICATION</b>	frequency of mentions	13	9	9	13	11 48	2	6,3
	% per persons	29,5 %	20,5 %	20,5 %	29,5 %			
<b>PROCESS OUTCOMES</b>	frequency of mentions	7	6	10	5	7 3	36	4,4
	% per persons	25 %	21,4 %	35,7 %	17,9 %			
<b>ATTRIBUTION</b>	frequency of mentions	6	4	10	9	7,3 3	16	4,1
	% per persons	20,7 %	13,8 %	34,5 %	31 %			
<b>ACTIVE CITIZENSHIP</b>	frequency of mentions	8	5	5	8	6.5 2	91	3,8
	% per persons	30,8 %	19,2 %	19,2 %	30,8 %			
<b>PERSUASION</b>	frequency of mentions	9	4	5	5	5.7 2	56	3,3
	% per persons	39,2 %	17,4 %	21,7 %	21,7 %			
<b>CONTEXTUAL</b>	frequency of mentions	6	5	3	8	5.5 2	23	2,9
	% per persons	27,3 %	22,7 %	13,6 %	36,4 %			
<b>CONFLICT</b>	frequency of mentions	6	3	6	3	4.5 2	19	2,8
	% per persons	33,3 %	16,7 %	33,3 %	16,7 %			
<b>TOTAL</b>	frequency of mentions	206	125	178	186	173.8 7	703	100
	%per persons	29.6 %	18 %	25.6 %	26.8 %			

Eight of these dimensions included the socio-psychological attributes; these are ‘social dynamics’, ‘interpersonal relationship’, ‘power’, ‘culture’, ‘communication’, ‘attribution’, ‘persuasion’ and ‘conflict’. The other five perceived dimensions of participatory processes, namely ‘organizational’, ‘personal characteristics’, ‘process outcomes’, ‘active citizenship’ and ‘contextual’ dimensions.

Although, the distribution of each perceived attributes in total sample, and for each case processes show differences, as a beginning Table 5.1 reveals the all perceived dimensions of participatory processes that are derived from field study. Table 5.1 shows average frequency of mentions of dimensions of participatory processes in each case per person separately.<sup>25</sup> Moreover, it displays total mentions of the 13 dimensions and the percentage of each dimension in total mentions. Table 5.1 indicates that each of the 13 dimensions was mentioned to a different level in each participatory process. ‘Social dynamics’ was the most cited dimension and was variously mentioned by the respondents of Gazi (33,3%), Odunpazarı (24,7 %), Kaymaklı (24%) and Seyrek (18 %). While the second most cited dimension, ‘interpersonal relationship’ was cited by the respondents of Odunpazarı (29,2 %), Kaymaklı (25,5%), Gazi (25,5%) and Seyrek (19,8%), ‘power’ as the third most cited dimension, was mentioned by the respondents of Kaymaklı (32,4%), Gazi (26%), Odunpazarı (24,7%) and Seyrek (16,9%).

Table 5.2 present the dimensions of participatory processes, which were categorized depending on the localities where the dimensions were more mentioned than the other case localities. It reveals that ‘active citizenship’, ‘personal characteristics’, ‘organizational’, ‘persuasion’, ‘culture’ and ‘interpersonal relationship’ dimensions were mostly mentioned by respondents in Odunpazarı; ‘process outcomes’, ‘attribution’ and ‘power’ dimensions were mostly cited by respondents in Kaymaklı; and ‘contextual’ and ‘social dynamics’ dimensions were mostly mentioned by respondents in Gazi. While ‘communication’ dimension was mostly cited by respondents of Odunpazarı and Gazi; ‘conflict’ dimension was mostly cited by respondents of Seyrek and Odunpazarı at the same level.

Up to this point, Table 5.1 and 5.2 show the 13 explored dimensions of participatory processes and frequency of mentions in each locality of these dimensions separately. In the following parts, I will present the perceived attributes within the dimensions of participatory

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<sup>25</sup> Since, the numbers of the respondent from each case are different; I presented the average for respondents in each locality in Table 5.1 and the following Tables.

processes, to present which of these attributes and dimensions were thought to hinder and/or enhance the participatory process of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project.

**Table 5. 2:** Dimensions of participatory processes categorized according to the case areas where they were more mentioned.

Dimensions of participatory processes	Case Participatory Processes			
	Odunpazarı	Seyrek	Kaymaklı	Gazi
<b>dimensions of participatory processes mostly mentioned in Odunpazarı</b>				
Active citizenship	30,8 %	19,2 %	19,2 %	30,8 %
Personal characteristics	41,2 %	13,7 %	13,7 %	31,4 %
Organizational	40,4 %	13,4 %	30,8 %	15,4 %
Persuasion	39,2 %	17,4 %	21,7 %	21,7 %
Culture	33,3 %	18,9 %	27,5 %	20,3 %
İnterpersonal relationship	29,2 %	19,8 %	25,5 %	25,5 %
<b>dimensions of participatory processes mostly mentioned in Kaymaklı</b>				
Process outcomes	25 %	21,4 %	35,7 %	17,9 %
Attribution	20,7 %	13,8 %	34,5 %	31 %
Power	24,7 %	16,9 %	32,4 %	26 %
<b>dimensions of participatory processes mostly mentioned in Gazi</b>				
Contextual	27,3 %	22,7 %	13,6 %	36,4 %
Social dynamics	24,7 %	18 %	24 %	33,3 %
<b>dimensions of participatory processes mostly mentioned in both Odunpazarı and Gazi</b>				
Communication	29,5 %	20,5 %	20,5 %	29,5 %
<b>dimensions of participatory processes mostly mentioned in both Odunpazarı and Seyrek</b>				
Conflict	33,3 %	16,7 %	33,3 %	16,7 %

In order to explore the attributes that hinder and/or enhance the participatory processes, the attributes were first categorized into three groups during the content analysis process. All of 90 attributes were categorized within 13 dimensions into three groups depending on respondents’ mentioning the attribute in general, in positive or in negative meanings when questioned about the ‘Local Government and NGO Cooperation in Participatory Democracy’ project process. All of the attributes are presented within its dimension in Table 5.3 which shows the 13 perceived dimensions in three groups according to their mention with general, positive and negative meanings for the project process. These three groups were produced according to the citations of respondents. If the attributes were ascribed in positive or negative meaning by respondents, they were grouped into dimension in ‘positive meaning’ or ‘negative meaning’ respectively.



**Table 5. 3:** Dimensions of participatory processes in three groups as in general, positive and negative meanings for the ‘Local Government and NGO Cooperation in Participatory Democracy’ project process.

Dimensions of Participatory Processes		Frequency of Mentions			
		in general meaning	in positive meaning	in negative meaning	in total sample
<b>Social Dynamics</b>	frequency of mentions	458	542	605	1605
	% in itself	28.5 %	33.8%	37.7 %	
<b>Interpersonal Relationship</b>	frequency of mentions	261	480	439	1180
	% in itself	22.1 %	40.7 %	37.2 %	
<b>Power</b>	frequency of mentions	128	189	551	868
	% in itself	14.7 %	21.8 %	63.5 %	
<b>Culture</b>	frequency of mentions	372	161	249	782
	% in itself	47.6 %	20.6 %	31.8 %	
<b>Personal</b>	frequency of mentions	33	164	334	631
	% in itself	6.2 %	30.9 %	62.9 %	
<b>Organizational</b>	frequency of mentions	294	123	197	614
	% in itself	47.9 %	20 %	32.1 %	
<b>Communication</b>	frequency of mentions	288	122	72	482
	% in itself	59.8 %	25.3 %	14.9 %	
<b>Process Outcomes</b>	frequency of mentions	50	221	65	336
	% in itself	14.9 %	65.8 %	19.3 %	
<b>Attribution</b>	frequency of mentions	125	72	119	316
	% in itself	39.6 %	22.8 %	37.7 %	
<b>Active Citizenship</b>	frequency of mentions	45	108	138	291
	% in itself	15.5 %	37.1 %	47.4 %	
<b>Persuasion</b>	frequency of mentions	184	38	34	256
	% in itself	71.9 %	14.8 %	13.3 %	
<b>Contextual</b>	frequency of mentions	91	62	70	223
	% in itself	40.8 %	27.8 %	31.4 %	
<b>Conflict</b>	frequency of mentions	10	56	153	219
	% in itself	4.6 %	25.6 %	69.9 %	
<b>Total</b>	frequency of mentions	2339	2338	3026	7703
	% in total	30.4 %	30.4 %	39.2 %	

A group that is called ‘general meaning’ included those mentions of respondents that were related to the case participatory processes or the project process. Respondents citations were categorized in ‘general meaning’ if they were not ascribed any positive or negative meanings. In other words, ‘general meaning’ group composed of the citation of respondents about attributes of a participatory process, its importance, its effect on participatory process or individual and group in the process, or the process’ affect to the attribute but not positively or negatively. The group labeled as ‘positive meaning’ composed of citations of respondents that are related to the case project process and the participatory processes, and

ascribed positive meaning to the attributes. In other words ‘positive meaning’ group composed of the citation of respondents about the attributes and its effect on participatory process or individual and group in this process, or the process’ affect to this attribute positively. The ‘negative meaning’ group included the mentions of respondent that were related to this project and the project process and ascribed negative meaning to the attribute of participatory processes. In other words, ‘negative meaning’ group composed of the citation of respondents about the attributes, its effect on participatory process or individual and group in this process, or the process’ affect to this attribute negatively.

To do this categorization, the researcher should understand the perspective of respondents. Since, while for some respondents an attribute affects the process negatively, for the other respondents the same attribute may affect the process positively. Moreover, while in one case an attribute may be seen to affect the process negatively, the same attribute may affect the process positively in another case. Therefore, I did this categorization by forgetting the attributes’ sense in my mind and in the literature and by focusing on the meaning ascribed to the attributes by respondents. Furthermore, if the mentions of the attribute and dimensions were not ascribed any positive or negative meanings they were categorized into a ‘general meaning’ group. For instance, although ‘polarization’ attribute was pre-defined as a negative social dynamic, some of the interviewees mentioned polarization during the process or the effect of polarization to participatory process positively, as in the case of Seyrek as follows:

*“Who followed our mayor more, he/she met with polarization more negatively. Because we lived those times together with our mayor also this difficult times” (R14, F, Seyrek).*

*“Some of the people had twofaced, we recognized them they were twofaced. I reacted them how they had acted toward us. Polarization motivated us, we worked more. Polarization has never affected any of our works, but it created more ambitious. It affected us positively” (R17, F, Seyrek).*

Clearly, the content analysis of the present study depends on how the interviewees mentioned the attributes in general, positive and negative meanings. However, some of the attributes were not cited negatively or positively. For instance, almost all of the respondents cited there were ‘differences between individuals’ in the process but they didn’t ascribe any negative or positive meanings to these attributes. Therefore, such mentions were counted in the ‘general meaning’ group, as in the following case:

*“Of course there were differences among the participants. Since everybody came from his/her own locality and present their cultures” (R2, F, Odunpazari).*

On the other hand, in the case of ‘social attachment’ attribute, respondents mostly cited ‘social attachment’ and their affects to participatory process positively. However, some respondents’ citations on ‘social attachment’ was categorized in negative meaning, since they mentioned that there were no ‘social attachments’ in the process and this lack affected the process negatively. Therefore, although ‘social attachment’ was mostly ascribed positive meaning, an absence of social attachment affected the process in a negative way and part of the ‘social attachment’ attribute was counted into the negative meaning as in the following:

*“Social attachment was in the process since we came and met the other participants with an aim. When the problems of individuals coincide with the others problems at the same point, people say ‘look we coincide with the same point, we are talking about the same problems’ and social bonds and social attachment were formed. But the level of social attachment was not enough in the process” (R41, M, Gazi).*

*“Attachment was formed, but some negative influences affected it negatively, it was tired. I mean attachment among women, I think in terms of women attachment should gain power; it should gain great power since they had also economical bonds. However, they could not increase social attachment as a value in the process; they could not enlarged social attachment. It was poor and affects the process negatively” (R 25, M, Kaymaklı).*

On the other hand, in the case of ‘power’, although power and its effects on the process, individual/society were generally evaluated as negative in the literature, subjective descriptions of respondents show that some of them evaluated the use of different types of power in positive meaning, as in the case of ‘expert power’ and its perceived enabling affect, as follows:

*“I think we must not understand the expert power, using the knowledge of expert as power using, actually that is a thing what I like. When I saw an expert who uses the power of his/her knowledge I said ‘yes, he/she know what he/she talking about’. I think in necessary situations there should be a man who could say ‘please calm down; we know what we are doing’. I love such experts and there were such experts in the process. It affected positively” (R42, M, Gazi).*

After clarifying the categorization of attributes in general, positive and negative meanings, in the following parts of this chapter, I present each of the 13 dimensions with their attributes in three groups as in general, positive and negative meaning separately. Before discussing each dimensions with their attributes, the most and the least cited perceived attributes among the 90 attributes are introduced in three groups as in Table 5.4.

**Table 5.4:** The most cited five and least cited five attributes of participatory processes in three groups as in general, positive and negative meanings.

Dimensions of Participatory Processes			In Total Sample			In Total Sample	
			General meaning	Positive meaning	Negative meaning	Frequency of mention	% in all
The Most Cited Attributes	Central persons	Freq. of men.	163	287	226	676	8.8
		% in itself	24 %	42.5%	33.5 %		
	Relationships	Freq. of men.	115	199	93	407	5.3
		% in itself	28.3 %	48.9 %	22.8 %		
	Change in relationships	Freq. of men.	71	144	39	254	3.3
		% in itself	28 %	56.7 %	15.3 %		
	Trust	Freq. of men.	21	95	73	189	2.5
		% in itself	11.1 %	50.3 %	38.6 %		
	Awarding (a type of power)	Freq. of men.	19	22	144	185	2.4
		% in itself	10.3 %	11.9 %	77.8 %		
The Least Cited Attributes	Ego	Freq. of men.	1	0	11	12	0.16
		% in itself	8,5 %	0	91.5 %		
	Group boundaries	Freq. of men.	0	3	7	10	0.13
		% in itself	0 %	30 %	70 %		
	Social capacity	Freq. of men.	0	5	4	9	0.12
		% in itself	0 %	55,5 %	44,5 %		
	Shared meaning	Freq. of men.	0	0	9	9	0.12
		% in itself	0 %	0 %	100 %		
	Awareness	Freq. of men.	0	3	3	6	0.08
		% in itself	0 %	50 %	50 %		

Table 5.4 reveals that in the total sample, the most cited five perceived attributes of participatory project process are ‘central persons’ (8.8%), ‘relationships’ (5.3%), ‘change in relationships’ (3.3%), ‘trust’ (2.5 %) and ‘awarding’ (2.4 %). On the other hand, the least cited five attributes were ‘ego’ (0.16 %), ‘restrictive norms’ (0.13 %), ‘social capacity’ (0.12 %), ‘shared meaning’ (0.12 %), and ‘awareness’ (0.08 %). As the most cited perceived attributes, ‘central persons’ are mentioned in general meaning (24%), in positive meaning (42.5%) and in negative meaning (33.5%). The second most cited attribute ‘interpersonal relationship’ are mentioned in general (28.3%), in positive (48.9%) and in negative (22.8%) meanings and the third most cited attribute ‘change in relationships’ are mentioned in general (28 %), in positive (56.7 %) and in negative (15.3%). The other most cited attribute ‘trust’ is mentioned in general (11.1 %), in positive (50.3 %) and in negative (38.6%) and ‘awarding’ is mentioned in general (10.3%), in positive (11.9 %) and in negative (77.8 %). Table 5.4 shows that except the ‘awarding’ attribute, the four most cited attributes were mostly mentioned in positive meanings, in other words these most cited four attributes enhanced the participatory project process. On the other hand, ‘awarding’ within the

dimension of power, as the fifth most cited attribute, was mostly cited in negative meaning (77.8 %), and hence was considered to have hindered participatory project process. The following quotations exemplified attributes of ‘central person’ ‘trust’ and also ‘awareness’:

*“Be wise after the event does not make any sense. But anyway being aware of and recognizing are very good things. I think, maybe it will be stern word but, our process is completely the outcome of the inability of our one of the central person”* (R45, F, Gazi).

*“For instance, if there was trust among the people in the women cooperative, and if we create any successful outcome, the workshop could be continued its entity. There was neither trust nor any success... I did not trust anybody during the process. Especially I never trusted one of the central persons”* (R33, F, Kaymaklı).

The least cited perceived attributes, ‘awareness’ was mentioned in positive (50%) and in negative (50%) meanings equally. The second least cited attribute ‘producing shared meaning’ was mentioned only in negative meaning (100%). The third least cited attribute ‘social capacity’ was cited in positive (55.5%) and in negative (44.5%) meanings. The other least cited attributes were ‘group boundaries’ cited in positive (30%) and in negative (70%) meanings; and ‘ego’ in general meaning (9%) and in negative meanings (91%). Table 5.4 shows that except for the ‘social capacity’ and ‘awareness’ attributes, the other three least cited attributes were mostly mentioned in negative meanings. In other words, they hindered the participatory project process. On the other hand, ‘social capacity’ and ‘awareness’ attributes were mentioned almost equally in positive and negative meanings. The following quotations exemplified attributes of ‘ego’, ‘awareness’ and also ‘awarding’:

*“Ego anxiety is like an ill in our society, there is a struggle among individuals to be a head or power holder. Such ego problems still continue even in the civil society”* (R11, M, Odunpazari).

*“There was not awarding, I think it was a pilot project and a team game which included five municipalities. Being there as a team, participate and have a voice in the decision making process for their own locality was an award actually increasing the awareness of the individuals, I think that was the award of the process and it was so attractive”* (R12, F, Seyrek).

In sum, this section presented the result of the content analysis and the most and least cited attributes in the total sample and in general, positive and negative meanings in accordance with the aim of the present study. In the following part, 90 perceived attributes are introduced within 13 dimensions, which I devised to reflect their relevance to contemporary knowledge of participation and social-psychology. Within the 13 dimensions, explanations

and statistics for each attribute will be presented. In this way the perceived attributes and dimensions of participatory processes are presented along with their hindering and enhancing effects on the case participatory project process.

#### **5.1.2.1 Social dynamics dimension and its attributes**

In all 13 perceived dimensions, 'social dynamics' appears as the most cited dimension, being mentioned by one fifth (20.8%) of the sample (Table 5.5). The research outcomes revealed that the 'social dynamics' dimension was the most effective socio-psychological aspect of the 'Local Government and NGO Cooperation in Participatory Democracy' project process, being mentioned in general (28.5 %), in positive (33.8 %) and in negative (37.7 %) meaning across the whole sample. The sample also cited social dynamics in negative meaning (37.7%) more than in general and in positive meaning. Although, the percentages for social dynamics in positive or negative meaning were close, this study found that social dynamics mostly hindered the case participatory project process.

The social dynamics dimension includes 14 perceived attributes including 'central persons', 'problematic issues', 'undertaking issues', 'polarization', 'social sharedness', 'social networks', 'focusing', 'time management', 'decision making process', 'social identity', 'group think', 'being a group', 'restrictive norms/rules' and 'social capacity'. Table 5.5 shows the total sample that cited these attributes in three groups as in general, positive and negative meanings.

In addition to this categorization, the attributes of the 'social dynamics' dimension could be categorized into groups to determine which attributes enhance and which attributes hinder the participatory processes. To do this, I focused on the percentage of attributes only in positive and negative meanings due to the aim of the present study. However, almost all of the attributes were mentioned in positive and negative meanings, some of them too closely to determine the attribute as hindering or enhancing the participatory process. Therefore, if the difference between frequency of mentions of the attribute in positive and in negative meanings are not more than 10 %, the attribute was categorized into the social dynamics' attributes almost equally mentioned as enhancing and hindering the participatory process. The same method is used for all of the attributes within the 13 dimensions that will be presented in the following parts.

**Table 5.5:** Total sample that cited each attribute of social dynamics dimension in three groups as in general, positive and negative meanings.

Attributes of Social Dynamics	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
<b>Total</b>	458	28.5	542	33.8	605	37.7	1605	20.8
<b>The social dynamics' attributes that enhanced the process</b>								
Central persons	163	24.1	287	42.5	226	33.4	676	8.8
Social sharedness	14	13.1	75	70.1	18	16.8	107	1.39
Social identity	2	3.7	32	59.3	20	37	54	0.70
Social capacity	0	0	5	56	4	44	9	0.12
Social networks	60	62.5	23	24	13	13.5	96	1.25
<b>The social dynamics' attributes that hindered the process</b>								
Being a group	3	21.4	0	0	11	78.6	14	0.18
Polarization	1	0.9	25	21.9	88	77.2	114	1.48
Problematic issues & situations	20	15.3	17	13	94	71.7	131	1.7
Restrictive norms or rules	0	0	3	30	7	70	10	0.12
Time management	34	45.3	11	14.7	30	40	75	0.97
Decision making processes	42	60	7	10	21	30	70	0.91
Undertaking issues	104	80.6	2	1.6	23	17.8	129	1.67
<b>The social dynamics' attributes almost equally enhanced and hindered the process</b>								
Focusing	15	16.5	42	46.1	34	37.4	91	1.18
Group think	0	0	13	45	16	55	29	0.38

As a result, by comparing the percentage of attributes in positive and in negative meanings, social dynamics attributes are categorized in three groups. These groups are the attributes almost equally mentioned as enhancing and hindering the participatory process; the attributes that were enhanced the process; and the attributes that hindered the process (Table 5.5). Among social dynamics dimension attributes, while 'central persons' (42.5%), 'social sharedness' (70.1%), 'social identity' (59.7%), 'social capacity' (56%) and 'social network' (24%) are the attributes that were considered enhanced; 'being a group' (78.6%), 'polarization' (77.2%), 'problematic issues & situations' (71.7%), 'restrictive norms & rules' (70%), 'time management' (40%), 'decision making' (30%) and 'undertaking issues'



(17.8%) are the attributes that were more likely to hinder the case participatory project process. Lastly, the attributes of the social dynamics' dimension that almost equally enhanced and hindered the case participatory project process were identified as 'focusing', 'central persons' and 'group thinking'. In the case of 'social dynamics' dimension the following quotations exemplify attributes of 'decision making process', 'problematic issues & situations', 'central person' 'polarization' 'time management' and 'group think':

*"We take decision by building consensus, and we play key roles as central persons. Especially the first year was very emotional, since there were both the leftist and rightist NGOs, they were complaining about the being the other NGOs from the opposed political wing. Therefore in the first year, we could not talk about the Project. I mean the process was delayed; the first one year was a loss of energy, since we consume time by persuading them personally and taking the emotional problems. We worked with NGOs and all of them had different educations and different capacity. Therefore we, as facilitator committee, put more simplified proposals before presenting them to NGOs. Actually, we as personal of municipality and ESYO did many things on the behalf of NGOs; we filtered the issues and problems and then gave them. But such a decision making process accelerated the process, I mean the process could not be realized if it depended on the NGOs" (R1, F, Odunpazari).*

*"Of course there was group think in the process, for instance I am a member of a political party, and how can I say something which opposed to my party" (R2, F, Odunpazari).*

### **5.1.2.2 Interpersonal relationship dimension and its attributes**

In the entire sample' mentions, 'interpersonal relationship' dimension were cited (15.3%), which makes it the second most affective socio-psychological dimension of the case participatory project process. Interpersonal relationship were mentioned in general (22.1%), in positive (40.7%) and in negative (37.2%) terms to show that overall this dimension enhanced the participatory project process.

The interpersonal relationship dimension includes seven perceived attributes identified as 'relationships' (both symmetrical and complementary), 'change in relationships', 'trust', 'rivalry', 'being dominant', 'hidden agenda' and 'jealousy'. Table 5.6 shows the total sample that cited each attribute of interpersonal relationship in three groups as in general, in positive and in negative meanings. By comparing the percentage of attributes in positive and in negative meanings, the interpersonal relationship dimension' attributes were categorized in two groups (Table 5.6).

**Table 5.6:** Total sample that cited each attribute of interpersonal relationship dimension in three groups as in general, in positive and in negative meanings.

Attributes of Interpersonal relationship	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
total	261	22.1	480	40.7	439	37.2	1180	15.3
<b>The interpersonal relationship' attributes that enhanced the process</b>								
Change in relationships	71	28	144	56.7	39	15.3	254	3.30
Trust	21	11.1	95	50.3	73	38.6	189	2.45
Relationships	115	28.3	199	48.9	93	22.8	407	5.28
<b>The interpersonal relationship' attributes that hindered the process</b>								
Jealousy	2	12.5	0	0	14	87.5	16	0.21
Hidden agenda	10	10.8	16	17.2	67	72	93	1.20
Rivalry	15	12.1	23	18.6	86	69.3	124	1.48
Being dominant	27	27.8	3	3.1	67	69.1	97	1.26

Among the attributes of the interpersonal relationship dimension, while ‘change in relationship’ (56.7 %), ‘trust’ (50.3%) and ‘relationships’ (48.9%) are the attributes that were more enhanced; ‘jealousy’ (87.5 %), ‘hidden agenda’ (72 %), ‘rivalry’ (69.3 %), and ‘being dominant’ (69.1 %) are the attributes that more hindered the case participatory project processes. In the case of ‘interpersonal relationship’ dimension, the following quotation exemplifies attributes of ‘relationship’ and ‘trust’.

*“The process was affected from the interpersonal relationship more. For instance the most important capital of ESYO was the high number of NGOs that is provided by the relationships. For individuals the center, STGM, the municipality were not important. What was important for the future participants was the person who called them to meetings or organizations. I central persons, who built trust relations in their social environment, used their social networks... after participating one time, a person continue to participate, it became a habit but the first step was very important and it took by using the interpersonal relationship” (R6, F, Odunpazarı).*

### 5.1.2.3 Power dimension and its attributes

In the entire sample’ mentions, ‘power’ dimension were cited (11.3%), which makes it the third most affective socio-psychological dimension of the case participatory project process. In the total sample, power attributes were mentioned in general (14.7%), in positive (21.8%)

and in negative meaning (63.5%), which shows that the power dimension hindered the participatory project process (Table 5.7).

**Table 5.7:** Power’ attributes categorized according to their mention in general, in positive and in negative meanings.

Attributes of Power	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
total	128	14.7	189	21.8	551	63.5	868	11.3
<b>The power’ attributes were only mentioned in general meaning</b>								
Power elements	53	100	0	0	0	0	53	0.7
<b>The power’ attributes almost equally enhanced and hindered the participatory process</b>								
Expert power	12	16	34	45.3	29	38.7	75	1
<b>The power’ attributes that hindered the process</b>								
Hidden power	0	0	1	2	48	98	49	0.6
Emotional power	0	0	8	13.6	51	86.4	59	0.8
Punishment	6	4.3	16	11.6	116	84.1	138	1.8
Awarding	19	10.3	22	11.9	144	77.8	185	2.4
Conformity	15	18.5	20	24.7	46	56.8	81	1.1
Social norms	13	9.5	53	38.7	71	51.8	137	1.8
Power	10	11	35	38.5	46	50.5	91	1.2

The power dimension includes nine perceived attributes, namely ‘awarding’, ‘punishment’, ‘social norms’, ‘power’, ‘conformity’, ‘expert power’, ‘referent power’, ‘power element’ and ‘hidden power’. Table 5.7 shows the total sample that cited each attribute in three groups as in general, in positive and in negative meanings which were categorized by comparing the percentage of attributes in positive and in negative meanings. As Table 5.7 revealed that among the attributes of power dimension ‘hidden power’ (98 %), ‘referent power’ (86.4%), ‘punishment’ (84.1%), ‘awarding’ (77.8 %), ‘conformity’ (56.8%), ‘social norms’ (51.8%), and ‘power’ (50.5%) hindered the case participatory project process. ‘Expert power’ attribute was mentioned almost equally as enhancing and hindering the case participatory project process, with the percentage of frequency of mentions in positive and negative meanings respectively (45.3%-38.7%); and the ‘power element’ attribute was only cited in general meaning (100%). In the case of ‘power’ dimension, the following quotation exemplify attributes of ‘awarding’ and ‘emotional power’, and ‘power elements’

*“For instance ‘Kaymak Competition’ was an encouragement a kind of awarding mechanism for women. Since if there were not any awards, people didn’t want to participate. I could not say anything for the using of punishment but awarding was used and it affected the process positively... ..I participated to the process since I was a wife of a central person; he never made pressure but he said when I should participate along with him” (R35, F, Kaymaklı).*

*“In terms of power, there were two main power elements in the process; STGM itself and Odunpazari. Actually if we could achieve to work with our first times in the process, we could also be a power element” (R43, M, Gazi).*

#### **5.1.2.4 Culture dimension and its attributes**

In 13 dimensions, ‘culture’ dimension was cited (10.2%) as the fourth most cited dimension of the case participatory project process. In the entire sample, culture were cited in general meaning (47.6 %), in positive meaning (20.6%) and in negative meaning (31.8%), which shows that culture dimension hindered the case participatory project process (Table 5.8). The culture dimension includes 13 perceived attributes, namely differences between ‘individuals’, ‘togetherness of differences’, ‘collectivity’, ‘cultural differences’, ‘cultural properties’, ‘group boundaries’, ‘attachment’, ‘individualism’, ‘language difficulty’, ‘cultural norms’, ‘external boundaries’, ‘cultural variety’, and ‘producing shared meaning’. Table 5.8 shows the total sample that cited each attribute of the culture dimension in three groups as in general, in positive and in negative meaning. By comparing the percentage of attributes in positive and in negative meanings, culture attributes are categorized in four groups (Table 5.8). Among the attributes of the culture dimension, while ‘attachment’ (57.2%), ‘collectivity’ (49.5%) and ‘cultural variety’ (21.4%) were the attributes that enhanced the case participatory project process; ‘producing shared meaning’ (100%), ‘external boundaries’ (90.9%), ‘individualism’ (69.2%), ‘cultural norms’ (67.9%), ‘language difficulties’ (63.4%), ‘group boundaries’ (61.7%), ‘cultural properties’ (29.8%), and ‘cultural differences’ (16.9 %) were the attributes that hindered the case participatory project process. While the ‘togetherness of differences’ attribute is almost equally mentioned with its enhancing and hindering effects, the ‘differences between individuals’ attribute was only mentioned in general meaning. In the case of ‘culture’ dimension, the following quotations exemplify attributes of ‘culture’ and ‘cultural properties, and ‘differences between individuals’, ‘togetherness of differences’, ‘social attachment’ and ‘group boundaries’:

*“Culture is the most effective dimension, social, cultural, has key a role at the first level in such processes” (R37, M, Kaymaklı).*

*“There are many different between the people living in urban and rural areas. The participants coming from the regions of Aegean, Central Anatolia and East Anatolia were very different. There were differences between women and men clearly. Cultural differences were very effective in the process, maybe because of the cultural properties and norms the number of young participants was very low. There were also not many women in the meetings. Moreover, the person who came from rural, were very spiritless and uninformed and so they were speechless, they could not participate in the general meeting actively But they were better in the meetings in their own locality. Social attachment was very low in all cases. Group boundaries developed in Odunpazarı, Kızıltepe and Kaymaklı, there were unwritten rules, it was relatively less in Seyrek” (R46, M, STGM).*

**Table 5.8:** Culture’ attributes categorized according to their mention in general, in positive and in negative meanings.

Attributes of Culture	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
Total	372	47.6	161	20.6	249	31.8	782	10.2
<b>The culture’ attributes were only mentioned in general meaning</b>								
Differences between individuals	125	100	0	0	0	0	125	1.62
<b>The culture’ attributes equally mentioned with its enhancing and hindering effects</b>								
Togetherness of differences	78	66.2	20	16.9	20	16.9	118	1.53
<b>The culture’ attributes that enhanced the process</b>								
Attachment	13	23.2	32	57.2	11	19.6	56	0.73
Collectivity	15	14.9	50	49.5	36	35.6	101	1.31
Cultural variety	11	78.6	3	21.4	0	0	14	0.18
<b>The culture’ attributes that hindered the process</b>								
Producing shared meaning	0	0	0	0	9	100	9	0.12
External boundaries	0	0	2	9.1	20	90.9	22	0.29
Individualism	8	15.4	8	15.4	36	69.2	52	0.68
Cultural norms	2	7.1	7	25	19	67.9	28	0.37
Language difficulty	0	0	15	36.6	26	63.4	41	0.53
Group boundaries	5	8.3	18	30	37	61.7	60	0.78
Cultural properties	41	61.2	6	9	20	29.8	67	0.87
Cultural differences	74	83.1	0	0	15	16.9	89	1.16

### 5.1.2.5 Organizational dimension and its attributes

In 13 dimensions, ‘organizational’ dimension was cited (7.98%) as the fifth most cited dimensions and thus one of the most affective socio-psychological dimensions of the case participatory project process. In the entire sample’, organizational dimension were mentioned in general (47.9%), in positive (20%) and in negative (32.1%) meanings, which shows that overall the organizational dimension hindered the case participatory project process (Table 5.9).

**Table 5.9:** Organizational’ attributes categorized according to their mention in general, in positive and in negative meanings.

Attributes of Organizational	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
total	294	47.9	123	20	197	32.1	614	7.98
<b>The organizational’ attributes almost equally mentioned as enhancing and hindering the participatory process</b>								
Sources of organization	5	15.2	14	42.4	14	42.4	33	0.43
Education and catch-up works	76	71.7	18	17	12	11.3	106	1.38
Process characteristics	67	37.2	54	30	59	32.8	180	2.34
<b>The organizational’ attributes that enhanced the process</b>								
Organization	120	72.3	37	22.3	9	5.4	166	2.16
<b>The organizational’ attributes that hindered the process</b>								
Experienced problems	0	0	0	0	46	100	46	0.6
Experiences in the process	26	31.3	0	0	57	68.7	83	1.08

The organizational dimension includes six perceived attributes ‘education and catch-up works in the process’, ‘organization’, ‘sources of organization’, ‘process and its characteristics’, ‘experiences (to be done in the process)’ and ‘experienced problems in the process’. Table 5.9 shows the total sample that cited each attribute in the organizational dimension in three groups as in general, in positive and in negative meaning. By comparing the percentage of attributes in positive and in negative meanings, organizational attributes are categorized in three groups. Among the attributes of the organizational dimension, while

‘organization’ (22.3%) is the attribute that mostly enhanced the case participatory project process; ‘experienced problems in the process’ (100%), and ‘experiences in the process’ (68.7%) are the attributes that mostly hindered the case participatory project process. The attributes of the organizational dimension that were almost equally mentioned as enhancing and hindering the participatory processes with the percentage of frequency of mentions in positive and negative meanings were, respectively: ‘source of organization’ (42.4%-42.4%), ‘education and catch-up works in the process’ (17 %-11.3%), ‘process and its characteristics’ (30%-32,8%). In the case of ‘organizational’ dimension, the following quotations exemplify attributes of ‘experiences in the process’ and ‘experienced problems in the process’, ‘sources of organization’ and ‘education and catch-up works in the process’:

*“There was problem in the process such as focusing and finding sources for the organization, but the reason of the problem was not the group or individual, it was our jumping to one issue to another continuously. When we were talking and trying to focus on an issue, somebody said ‘let’s do all’. Finding source was another important problem in the process, and also planning was problem. There was always an idea to work but the problem was finding economical source to realize the ideas and it was the source of discussions. We discussed on where could we find economical source, and people mostly said let’s require a source from municipality. However after a time, we started to say that ‘ok, we will realize the project but why should municipality provide economical source for such a work’. Then we worked to create our economical sources” (R6, F, Odunpazari).*

*“There were no participants, society do not interest such meetings. There were 10-15 participants and then the number was decreased gradually. The society do not participate such meetings. It continued in such way two years, they organized conferences on civil society, computer courses, strategic planning education. But I think nobody understand anything in these courses. Actually I said that ‘don’t organize education continuously, people get bored with such activities, instead produce concrete project, and build workshops’. For instance the Beyoğlu Municipality conduct their activities in such way, people show more interest such concrete projects and activities” (R11, M, Odunpazari).*

#### **5.1.2.6 Personal dimension and its attributes**

In the entire sample’ mentions, the ‘personal’ dimension was cited (6.9%), which makes it the sixth most cited dimension of participatory project process among the all 13 dimensions of participatory processes. The personal dimension is mentioned by the sample in general meaning (6.2%), in positive meaning (30.9%) and in negative meaning (62.9%), which shows that it mostly hindered the case participatory project process (Table 5.10).



**Table 5.10:** Personal' attributes categorized according to their mention in positive and in negative meanings.

Attributes of Personal	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
total	33	6,2	164	30,9	334	62,9	531	6,9
<b>The personal' attributes that enhanced the process</b>								
Personal characteristics	0	0	61	74.4	21	25.6	82	1.06
<b>The personal' attributes that hindered the process</b>								
Ego	1	8.3	0	0	11	91.7	12	0.16
Approval-Disapproval	0	0	48	22.7	163	77.3	211	2.74
Felt emotions	0	0	17	27.4	45	72.6	62	0.8
Prejudices	32	19.5	38	23.2	94	57.3	164	2.13

The personal dimension includes five perceived attributes including 'prejudices', 'ego', 'felt emotions', 'approval and disapproval' and 'personal characteristics' in the process. Table 5.10 shows the total sample that cited each attribute of personal dimension in three groups as in general, in positive and in negative meaning. By comparing the percentage of attributes in positive and in negative meanings, personal attributes are categorized in two groups. Among the attributes of personal dimension, while 'personal characteristics' (74.4%) were seen to enhance the case project process; 'ego' (91.7%), 'approval-disapproval' (77.3%), 'felt emotions' (72.6%) and 'prejudices' (57.3%) were seen as hindering the case participatory project process. In the case of 'personal' dimension, the following quotations exemplify attributes of 'approval-disapproval', 'prejudices' and 'personal characteristics':

*"We could not take anything from them (other participant municipalities). We always gave to where we gone and then turned back without took anything. I mean they always took from us. We went and came back without anything again and again. We went to see if there were other good examples like us but there was not. There was not. There has never been"* (R8, M, Odunpazarı).

*"As I said before, a mayor of an Anatolian sub-district or a mayor of Kızıltepe, to what extend argue on his/her power or influence area. Such a mayor and a mayor of NGOs could be in the same positions. Because the mayor of NGO have a self-confidence more. Such a person says that I am a mayor of an NGO in Eskişehir, I am not an empty person"* (R10, F, Odunpazarı).

*"The educational level of participants were very low, it was a problem. Social capital was also low and they worked to teach such person computer"* (R11, M, Odunpazarı).

*“I think Odunpazari was not in the forefront of Gazi, but the woman who responsible from the project was not as impulsive as us. She controlled her behaviors and acted politically, that was what we could not do and differences between us. For instance even she thought parallel to us, she did not act against any discourse but lobby after the meeting. Our behavior patterns and characteristics were very different” (R44, M, Gazi).*

### 5.1.2.7 Communication dimension and its attributes

‘Communication dimension’ was almost equally cited (6.26%) as the ‘personal’ dimension among the 13 dimensions of participatory processes. The communication dimension was mentioned in general (59.8%), in positive (25.3%) and in negative meanings (14.9%), which shows that overall, it enhanced the case participatory project process (Table 5.11).

**Table 5.11:** Communication’ attributes categorized according to their mention in positive and in negative meanings.

Attributes of Communication	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
total	288	59.8	122	25.3	72	14.9	482	6.26
<b>The communication’ attributes only mentioned in general meaning</b>								
Body language	94	100	0	0	0	0	94	1.22
Effects of emotional dynamics to communication	55	100	0	0	0	0	55	0.71
Effects of rational dynamics to communication	32	100	0	0	0	0	32	0.41
Topic of communication	15	100	0	0	0	0	15	0.19
<b>The communication’ attributes that enhanced the process</b>								
Communication	40	26	84	54.5	30	19.5	154	2
Building communication	41	67.2	14	23	6	9.8	61	0.79
<b>The communication’ attributes that hindered the process</b>								
Continuity of communication	11	15.5	24	33.8	36	50.7	71	0.92

The communication dimension includes six perceived attributes of participatory processes. These are ‘communication’, ‘continuity of communication’, ‘body language’, ‘building

communication’, ‘effects of emotional dynamics to communication’, ‘effects of rational dynamics to communication’ and ‘topic of communication (emotional and rational) in the process’. Table 5.11 shows the total sample that cited each attribute of the communication dimension in three groups as in general, in positive and in negative meaning. By comparing the percentage of attributes in positive and in negative meanings, communication attributes are categorized in three groups. Among the attributes of the communication dimension, while ‘communication’ (54.5 %) and ‘building communication’ (23 %) are the attributes that more enhanced the process; ‘continuity of communication’ (50.7 %) was seen to hinder. The attributes of communication that are only mentioned in general meaning (100%) as enhancing and hindering the participatory processes are ‘body language’, ‘effects of emotional dynamics to communication’, ‘effects of rational dynamics to communication’ and ‘topic of communication (emotional and rational)’. In the case of ‘communication’ dimension, the following quotation exemplifies attributes of ‘communication’ and ‘effects of emotional dynamics to communication’, effects of rational dynamics to communication’ and ‘body language’:

*“Except that the some situation, communication was well during the process. There could be problems when building communication with the personnel of local municipality who could not understand or don’t want to understand civil society. However, in terms of the communication among NGOs, I could not say we had a big problem. Continuity of communication was provided; actually we used all tools to provide the continuity of communication. Communication was mostly affected from emotional dynamics, since there are friendships in civil society. However, in the facilitator committee, the rational ideas and decisions always won the day; the emotional dynamics were not affective on the communication of facilitators. Body language is affective, I feel that. For instance persons who use impulsive and radical language, lose instantly” (R5, M, Odunpazarı).*

#### **5.1.2.8 Process outcomes dimension and its attributes**

In 13 dimensions ‘process outcomes’ dimension was cited (4.36%) as the eighth most cited dimension of participatory processes. The process outcome dimension was mentioned in general meaning (14.9%), in positive meaning (65.8%) and in negative meaning (19.3%), which shows that overall, it enhanced the case participatory project process (Table 5.12). The process outcomes dimension includes 4 perceived attributes of participatory processes. These are ‘success of the process’, ‘sustainability’, ‘outcomes of the process’ and ‘learning in the process’. Table 5.12 shows the total sample that cited each attribute in three groups as in general, in positive and in negative meaning. By comparing the percentage of attributes in positive and in negative meanings, process outcome attributes are categorized in two groups.

While ‘learning in the process’ (95%), ‘outcomes of the process’ (77 %) and ‘success of the process’ (62.5%) are the attributes that enhanced the participatory project process, ‘sustainability’ (64.2%) was seen to hinder it. In the case of ‘process outcome’ dimension, the following quotations exemplify attributes of ‘outcomes of the process’, ‘learning in the process’, ‘success of the process’ and ‘sustainability’:

*“First of all the project which have common interest, were produced, the self-consciousness of NGOs increased. NGOs developed themselves both in terms of their members and NGOs. They learned to prepare a Project. Socially collective working culture developed, I think it is social outcome on its own” (R1, F, Odunpazarı).*

*“It was a serious and successful project, look it change many things in our case. However, it finished but I expected that it was a concrete project which could be an example with its outcomes to other cities of Turkey. They could follow the first implementation in the five cases and the outcomes could be compared. The knowledge which gained from the other experiences could be shared and development could be continued, could be sustained. But nevertheless the sustainability of the Project was not provided” (R12, F, Seyrek).*

**Table 5. 12:** Process outcomes attributes categorized according to their mention in positive and in negative meanings.

Attributes of Process Outcomes	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
total	50	14.9	221	65.8	65	19.3	336	4.36
<b>The process outcomes’ attributes that enhanced the process</b>								
Learning in the process	3	3.8	74	95	1	1.2	78	1.01
Outcomes of the process	24	16.8	110	77	9	6.2	143	1.86
Success of the process	6	12.5	30	62.5	12	25	48	0.62
<b>The process outcomes’ attributes that hindered the process</b>								
Sustainability	17	25.4	7	10.4	43	64.2	67	0.87

### 5.1.2.9 Attribution dimension and its attributes

Across the sample, ‘attribution’ dimension was cited (4.1%) which makes it the ninth most cited dimension of participatory project process among the all 13 dimensions of participatory processes. Attribution was mentioned in general meaning (39.6%), in positive meaning

(22.8%) and in negative meaning (37.7%), which shows that this dimension hindered the case participatory project process (Table 5.13). The attribution dimension includes four perceived attributes of participatory processes. These are ‘consistency’, ‘external attribution’, ‘effects of consistency and inconsistency’, ‘internal attribution’ and ‘interactions’. Table 5.13 shows the total sample that cited each attribute in attribution to explain socio-psychological dimensions of participatory processes in three groups as in general, in positive and in negative meaning. By comparing the percentage of attributes in positive and in negative meanings, attribution attributes are categorized in positive and in negative meaning and four groups. Among the attributes of the attribution dimension, while ‘interactions’ (37.5%), is the attribute that enhanced the participatory project process, ‘consistency’ (59.7%) is the attribute that was seen to have mostly hindered it. In the case of ‘attribution’ dimension, the following quotation exemplifies attributes of ‘consistency and inconsistency’, ‘external-situational attribution’ and ‘internal-situational attribution’:

*“In the process at a point there was consistency, then inconsistency. Actually the reason of my decision on stay away from the process after a point was the inconsistency of the participants. Sure inconsistency was affective in the process, actually it affected the success of the process directly. Continuity of the process was not provided and it undermined the process. Kaymaklı is a small living area with 5000 population and in such places the external attribution are seen more than internal. The education level of women is very low and of course they are affected from the society more than the others” (R37, M, Kaymaklı).*

**Table 5. 13:** Attribution’ attributes categorized according to their mention in positive and in negative meanings.

Attributes of Attribution	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
total	125	39.6	72	22,8	119	37,7	316	4.1
<b>The attribution’ attributes was only mentioned in general meaning</b>								
Internal-attribution	36	100	0	0	0	0	36	0.47
<b>The attribution’ attributes almost equally mentioned as enhancing and hindering the participatory process</b>								
External-attribution	71	91	2	2.6	5	6.4	78	1.01
<b>The attribution’ attributes that enhanced the process</b>								
Interactions	7	43.8	6	37.5	3	18.7	16	0.21
<b>The attribution’ attributes that hindered the process</b>								
Consistency	11	5.9	64	34.4	111	59.7	186	2.41

### 5.1.2.10 Active citizenship dimension and its attributes

Across the entire sample, ‘active citizenship’ dimension was cited (3.78%) among the 13 dimensions of participatory processes. Active citizenship was mentioned in general meaning (15.5%), in positive meaning (37.1%) and in negative meaning (47.4%), which shows that this dimension hindered the case participatory project process (Table 5.14).

The active citizenship dimension includes four perceived attributes of participatory processes. These are ‘participation’, ‘active citizenship’, ‘participants’, ‘consciousness’, ‘volunteering’ and ‘awareness’. Table 5.14 shows the total sample that cited each attribute in active citizenship in three groups as in general, in positive and in negative meaning. By comparing the percentage of attributes in positive and in negative meanings, attribution attributes are categorized in three groups. Among the attributes of active citizenship dimension, ‘active citizenship’ (60%) and ‘participants’ (21.2%) are the attribute that more enhanced the process; ‘volunteering’ (70%), ‘participation’ (63.6%), and ‘consciousness’ (51.9%), are the attributes that were more likely to hinder it. The ‘awareness’ attribute was equally mentioned as enhancing and hindering the participatory processes with the percentage of frequency of mentions in positive and negative meanings (50%-50%). In the case of ‘active citizenship’ dimension, the following quotation exemplifies attributes of ‘awareness’, ‘active citizenship’, ‘participation’, ‘consciousness’ and ‘volunteering’:

**Table 5. 14:** Active citizenship’ attributes categorized according to their mention in positive and in negative meanings.

Attributes of Active Citizenship	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
total	45	15.5	108	37.1	138	47.4	291	3.78
<b>The active citizenship’ attributes equally mentioned as enhancing and hindering the participatory process</b>								
Awareness	0	0	3	50	3	50	6	0.08
<b>The active citizenship’ attributes that were more enhanced the process than hindered</b>								
Active citizenship	3	3.2	57	60	35	36.8	95	1.23
Participants	24	72.7	7	21.2	2	6.1	33	0.43
<b>The active citizenship’ attributes that were more hindered the process than enhanced</b>								
Volunteering	6	30	0	0	14	70	20	0.26
Participation	10	9.1	30	27.3	70	63.6	110	1.43
Consciousness	2	7.4	11	40.7	14	51.9	27	0.35

*“We don’t know how we could be a part of civil society, we brought up too traditionally. We always need to be a leader and we want to obey. We don’t know being civil, we even don’t know what does civil mean. There is no participation culture, I do not talked only for Eskişehir, ESYO or STGM, I think it is the one of the problem of Turkey. We should learn being civil, we should claim our rights and we should work for civil society voluntarily” (R3, F, Odunpazarı).*

#### **5.1.2.11 Persuasion dimension and its attributes**

Across the sample, ‘persuasion’ dimension was cited (3.32%) among the 13 dimensions of participatory processes. Persuasion was mentioned in general meaning (71.9%), in positive meaning (14.8%) and in negative meaning (13.3%) which shows that it enhanced the case participatory project process (Table 5.15).

The persuasion dimension includes eight perceived attributes of participatory processes. These are ‘effects of personal characteristics to consensus building’, ‘effects of social dynamics to consensus building’, ‘effects of process characteristics to consensus building’, ‘peripheral way to persuasion’, ‘effects of dynamics in interactional level to consensus building’, ‘consensus building’, ‘being persuaded in the process’ and ‘central way to persuasion’. By comparing the percentage of attributes in positive and in negative meanings, persuasion attributes are categorized in four groups. Among the persuasion attributes, ‘central way to persuasion’ (68.4%) was enhanced the participatory process; ‘effects of dynamics in interactional level to consensus building’ (24.1%) and ‘peripheral way to persuasion’ (6%) hindered the participatory process. ‘Consensus building’ (13.5%-18.9%) and ‘being persuaded in process’ (27 %-20.3%) were almost equally mentioned as enhancing and hindering the participatory process, and ‘effects of personal characteristics on consensus building’, ‘effects of social dynamics on consensus building’ and ‘effects of process characteristics on consensus building’ were attributes only mentioned in general meaning (100 %). In the case of ‘persuasion’ dimension, the following quotation exemplifies attributes of ‘being persuaded in process’, ‘central way to persuasion’ and ‘peripheral way to persuasion’:

*“Actually the NGOs did not persuade each others, it was municipality who persuade them by interviewing them one by one. We propose a project with a public interest, it was ESYO project. We explain, and first we continue the project with the persuaded. Then the others who saw what did come and participate in the process. Therefore it was not a peripheral way, they internalize the project and then persuasion was realized” (R1, F, Odunpazarı).*



**Table 5.15:** Persuasion’ attributes categorized according to their mention in positive and in negative meanings.

Attributes of Persuasion	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
total	184	71.9	38	14.8	34	13.3	256	3.32
<b>The persuasion’ attributes was only mentioned in general meaning</b>								
Effects of personal characteristics	37	100	0	0	0	0	37	0.48
Effects of social dynamics	15	100	0	0	0	0	15	0.19
Effects of process characteristics	12	100	0	0	0	0	12	0.16
<b>The persuasion’ attributes equally mentioned as enhancing and hindering</b>								
Consensus building	25	67.6	5	13.5	7	18.9	37	0.48
Being persuaded in process	39	52.7	20	27	15	20.3	74	0.96
<b>The persuasion’ attributes that were more enhanced the process than hindered</b>								
Central way to persuasion	3	15.8	13	68.4	3	15.8	19	0.25
<b>The persuasion’ attributes that were more hindered the process than enhanced</b>								
Effects of dynamics in interactional level	22	75.9	0	0	7	24.1	29	0.38
Peripheral way to persuasion	31	94	0	0	2	6	33	0.43

#### 5.1.2.12 Contextual dimension and its attributes

‘Contextual’ dimension was cited (2.89%) among the 13 dimensions of participatory processes. They were mentioned in general meaning (40.8%), in positive meaning (27.8%) and in negative meaning (31.4%), which shows that the contextual dimension hindered the case participatory project process (Table 5.16).

The contextual dimension includes three perceived attributes of participatory processes. These are ‘NGOs’, ‘contextual differences’, and ‘local governments’. Table 5.16 shows the

total sample that cited each attribute of the contextual dimension to explain socio-psychological dimensions of participatory processes in three groups as in general, in positive and in negative meaning. By comparing the percentage of attributes in positive and in negative meanings, contextual attributes are categorized in two groups. ‘NGOs’ (42%) enhanced the process; whereas ‘local government’ (43.9%) and ‘contextual differences’ (24.7%) were seen to have hindered the participatory project process. In the case of ‘contextual’ dimension, the following quotation exemplifies attribute of ‘contextual differences’:

*“The groups which were selected as partner of the project were different from each other politically. Actually it was a conscious selection since we wanted both differences between the gender and ideology of the mayors of the municipalities. We want to gather differences together. But of course we saw the results especially in the first meetings” (R46, M, STGM).*

**Table 5. 16:** Contextual’ attributes categorized according to their mention in positive and in negative meanings.

Attributes of Contextual	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
total	91	40.8	62	27.8	70	31.4	223	2.89
<b>The contextual’ attributes that more enhanced the process than hindered it</b>								
NGOs	26	32.1	34	42	21	25.9	81	1.05
<b>The contextual’ attributes that more hindered the process than enhanced it</b>								
Local government	22	30.1	19	26	32	43.9	73	0.95
Contextual differences	43	62.3	9	13	17	24.7	69	0.9

### 5.1.2.13 Conflict dimension and its attributes

Across the sample, ‘conflict’ dimension was cited (2.84%) among the 13 dimensions of participatory processes. Conflict was mentioned in general meaning (4.6%), in positive meaning (25.6%) and in negative meaning (69.8%) which shows that this dimension significantly hindered the case participatory project process (Table 5.17). The conflict dimension includes four perceived attributes of participatory processes. These are ‘put out of group’, ‘grouping’, ‘conflict’ and ‘hiving off’. Table 5.17 shows the total sample that cited

each attribute in conflict in three groups as in general, in positive and in negative meaning. By comparing the percentage of attributes in positive and negative meanings, conflict attributes are categorized in two groups. While ‘put out of group’ (100%), ‘grouping’ (73%) and ‘conflict’ (65.6%) are the attributes seen as hindering the process, ‘hiving off’ (47.5%-52.6%) is almost equally mentioned as having both enhancing and hindering effects on the case participatory project process. In the case of ‘conflict’ dimension, the following quotation exemplifies attributes of ‘conflict’ and ‘grouping’:

*“There were conflicts but not much. Of course there were jealous mostly because of the ego of individuals actually it was not special for us, it is in every society. I could not say that there were many in-group formations but there were already camps because of the political grouping that came from before the process”* (R11, M, Odunpazarı).

**Table 5.17:** Conflict’ attributes categorized according to their mention in positive and in negative meanings.

Attributes of Conflict	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
total	10	4.6	56	25.6	153	69.8	219	2.84
<b>The conflict’ attributes equally mentioned as enhancing and hindering</b>								
Hiving off	0	0	9	47.4	10	52.6	19	0.25
<b>The conflict’ attributes that more hindered the process than enhanced it</b>								
Put out of group	0	0	0	0	15	100	15	0.19
Grouping	1	1.1	23	25.9	65	73	89	1.16
Conflict	9	9.4	24	25	63	65.6	96	1.25

In sum, through the discussion relating to 90 attributes within the 13 dimensions of participatory processes, the enhancing and the hindering attributes and dimensions of participatory processes were determined. Although each attribute and dimension affected the participatory project process in a different way and level, evaluating the total frequency of mentions reveals that the dimensions of participatory processes more hindered than enhanced the case participatory project process. However, when evaluating each dimension to see whether they hindered or enhanced the process, Table 5.18 reveals that while the dimensions of conflict, power, personal, active citizenship, attribution, social dynamics, organizational, culture and contextual dimensions hindered the participatory project process; process outcome, interpersonal relationship, communication and persuasion enhanced it.

**Table 5.18:** Dimensions of participatory processes that hindered and/or enhanced the participatory processes.

dimensions of participatory processes		In Total Sample			In Total Sample	
		General meaning	Positive meaning	Negative meaning	Frequency of mentions	% in all dimensions
Total	Freq. of men.	2339	2338	3026	7703	100
	% in total	30.4 %	30.4 %	39.2 %		
<b>The dimensions of participatory processes that hindered the process</b>						
Conflict	Freq. of men.	10	56	153	219	2.8
	% in itself	4.6 %	25.6 %	69.9 %		
Power	Freq. of men.	128	189	551	868	11.3
	% in itself	14.7 %	21.8 %	63.5 %		
Personal	Freq. of men.	33	164	334	631	6.9
	% in itself	6.2 %	30.9 %	62.9 %		
Active citizenship	Freq. of men.	45	108	138	291	3.8
	% in itself	15.5 %	37.1 %	47.4 %		
Contextual	Freq. of men.	91	62	70	223	2.9
	% in itself	40.8 %	27.8 %	31.4 %		
Social dynamics	Freq. of men.	458	542	605	1605	20.8
	% in itself	28.5 %	33.8 %	37.7 %		
Attribution	Freq. of men.	125	72	119	316	4.1
	% in itself	39.6 %	22.8 %	37.7 %		
Organizational	Freq. of men.	294	123	197	614	7.9
	% in itself	47.9 %	20 %	32.1 %		
Culture	Freq. of men.	372	161	249	782	10.2
	% in itself	47.6 %	20.6 %	31.8 %		
<b>The dimensions of participatory processes that enhanced the process</b>						
Process outcomes	Freq. of men.	50	221	65	336	4.4
	% in itself	14.9 %	65.8 %	19.3 %		
Interpersonal relationship	Freq. of men.	261	480	439	482	6.3
	% in itself	22.1 %	40.7 %	37.2 %		
Communication	Freq. of men.	288	122	72	482	6.3
	% in itself	59.8 %	25.3 %	14.9 %		
Persuasion	Freq. of men.	184	38	34	256	3.3
	% in itself	71.9 %	14.8 %	13.3 %		

## 5.2. Classification of Perceived Attributes and Dimensions of Participatory Processes

As a result of the content analysis, I explored 90 perceived attributes of the ‘*Local Government and NGO Cooperation in Participatory Democracy*’ project process, and I classified these into 13 dimensions related to the literature review both in participation and social psychology. However, to prepare the data for further analysis, I need to classify these dimensions including perceived attributes, under more general content groups. Therefore, in this section, first, I discuss the analytical procedures to classify perceived dimensions into

general content groups. Then, second, I present the results of content analysis that shows dimensions and general content groups of the participatory processes.

### **5.2.1. Analytical procedures of classification of perceived dimensions**

Up to now, I explored 90 attributes of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project that were categorized in the 13 dimensions. However, to answer the research questions it is also necessary to classify the perceived dimensions into general content groups by revealing the correlations between the dimensions through multiple regression analysis. As a statistical technique, multiple regression analysis is used to analyze the casual relationship between dependent variable independent variables. In the analysis process, I followed mainly two steps. In the first, I produced more generalized attribute groups and unified similar contents due to the correlations of dimensions through multiple regression analysis and literature review. Then, in the second step, considering their conceptual structure, I labeled these general attribute groups. In this part of the study, I present the analytical procedure in detail and discuss the general content groups as a result of this analytical procedure.

In the first step of the analysis, I conducted multiple regression analysis with the perceived 13 dimensions, and I realized that the correlations between some dimensions were high. Due to the high correlations between some dimensions, I worked to produce general content groups. Considering the theoretical discussions and review of both participation and social psychology literature, meaningful general content groups came into being.

In the analysis process, I needed fewer independent variables to run multiple regression analysis. Therefore, I grouped the 13 dimensions of participatory processes according to their similarities, correlations and theoretical considerations. This also provided fewer independent variables with respect to the sample size, analytically required by the technique. In sum, I grouped all perceived dimensions of participatory processes into four general content groups. As a result of this analytical process, five dimensions of participatory processes including ‘interpersonal relationship’, ‘power’, ‘communication’, ‘attribution’ and ‘persuasion’ dimensions were included in a general content group. Another four dimensions including ‘social dynamics’, ‘culture’, ‘contextual’ and ‘conflict’ dimensions were included in another general content group. The two dimensions of ‘organizational’ and ‘process outcomes’ were placed in another general content group. The last two dimensions were also

grouped in a general content group, namely ‘personal characteristics’ and ‘active citizenship’. After producing the four general content groups from the 13 dimensions, the second step was to label these contents due to patterns of similarity between items when loading content. I labeled these contents mainly based on two criteria; first is the analysis I conducted of both participation and social psychology literatures; second, I named these contents to explain their conceptual structure. As a result I labeled the general content groups as ‘interactional’, ‘cultural-contextual’, ‘procedural’ and ‘individual’. Table 5.19 displays the structure of the four generalized content groups with their 13 dimensions and 90 attributes.

In this analysis process, I categorized similar dimensions and produced four more generalized content groups for the purposes of further analysis. In the following part, the results of the content analysis are presented for the ‘Local Government and NGO Cooperation in Participatory Democracy’ project process and the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek.

**Table 5.19:** General content groups with 13 dimensions including 90 attributes of participatory processes.

<b>INTERACTIONAL LEVEL</b>	<b>Interpersonal relationship</b>	Relationships Change and stability in relationships, Trust, Rivalry , Being dominant, Hidden agenda, Jealousy,
	<b>Power</b>	Power, Conformity, Awarding, Punishment, Social norms, Expert power, Power elements, Referent power, Hidden power,
	<b>Communication</b>	Communication, Continuity of communication, Building communication, Effects of emotional dynamics Effects of rational dynamics Topic of communication (emotional & rational),

**Table 5.19:** General content groups with 13 dimensions including 90 attributes of participatory processes (cont'd).

<b>INTERACTIONAL LEVEL</b>	<b>Attribution</b>	Consistency (& inconsistency), Effects of consistency and inconsistency, Internal-personal attribution , External-situational attribution, Interactions
	<b>Persuasion</b>	Being persuaded in process, Peripheral way to persuasion Central way to persuasion Consensus building Effects of personal characteristics, Effects of dynamics in interactional level , Effects of process characteristics , Effects of social dynamics to consensus building
<b>CULTURAL CONTEXTUAL LEVEL</b>	<b>Culture</b>	Cultural variety, Cultural norms, Cultural differences, Attachment, Cultural properties, Group boundaries, Collectivity, Individualism, Differences between individuals, Togetherness of differences, External boundaries, Language difficulty, Producing share meaning,
	<b>Conflict</b>	Conflict, Grouping, Hiving off, Put out of group,
	<b>Contextual</b>	Contextual differences, Local government, NGOs,



**Table 5.19:** General content groups with 13 dimensions including 90 attributes of participatory processes (cont'd).

<b>CULTURAL CONTEXTUAL LEVEL</b>	<b>Social Dynamics</b>	Central persons, Polarization, Decision making process, Undertaking issues, Being a group, Social sharedness, Focusing, Time management, Social networks, Social identity, Problematic issues, Social capacity, Group think, Restrictive norms or rules,
<b>PROCEDURAL LEVEL</b>	<b>Organizational</b>	Education and catch-up works in the process, Organization, Sources of organization, Process and its characteristics, Experiences in the process, Bad experiences-problems in the process,
	<b>Process outcomes</b>	Success of the process, Sustainability, Outcomes of the process, Learning in the process,
<b>INDIVIDUAL LEVEL</b>	<b>Personal</b>	Prejudices, Ego, Felt emotions, Approval, Disapproval, Personal characteristic,
	<b>Active Citizenship</b>	Active citizenship, Volunteering, Participants, Participation, Consciousness, Awareness,

### 5.2.2. Results of content analysis

In the present study, content analysis revealed four general content groups of participatory processes including ‘interactional’, ‘cultural-contextual’, ‘procedural’ and ‘individual’ content groups. In this part of the study, first, I present the result of the content analysis in the content groups and dimensions of each content group, and second, I discuss the result of

the content analysis, on dimensions and content groups for each case separately. Through this, I aim to reveal how one dimension or content group enhances a participatory process, while the same dimension or content group may hinder another participatory process. In this part of the study, I will present the results of the content analysis in general content groups for each of the case participatory processes. For all mentions across the sample, content groups were cited in general (30.4%), in positive (23.3%) and in negative (39.3%) meanings, which shows that general content groups and their associated dimensions and attributes of participatory process hindered (39.3%) the case participatory project process (Table 5.20).

**Table 5.20:** General content groups in three groups as in general, positive and negative meanings.

General Content Groups	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
<b>Interactional level</b>	986	31.8	901	29	1215	39.2	3102	40.3
<b>Cultural-contextual</b>	931	33	821	29	1077	38	2829	36.7
<b>Procedural</b>	344	36.2	344	36.2	262	27.6	950	12.3
<b>Individual</b>	78	9.5	272	33.1	472	57.4	822	10.7
<b>Total</b>	2339	30.4	2338	30.3	3026	39.3	7703	100

However, looking at the general content groups one by one shows differences in terms of their enhancing and hindering effects on the participatory processes. The distribution of total frequency of mentions to general content groups are as follows: ‘interactional’ (40.3%), ‘cultural-contextual’ (36. %), ‘procedural’ (12.3%) and ‘individual’ (10.7%). Although all of these four content groups were mentioned in general, positive and negative meanings, while ‘interactional’, ‘cultural-contextual’ and ‘individual’ content groups were more mentioned in negative meanings, respectively (39.2%), (38.1%) and (57.4%); the ‘procedural’ content group was more mentioned in positive meanings (36.2%). In other words, this research explored that while ‘interactional’, ‘cultural-contextual’ and ‘individual’ content groups more hindered; the ‘procedural’ content group enhanced the participatory project process.

In addition to discussion on four general content groups with the total sample, in the following parts I will present the results of content analysis for each case process separately

at general content group and perceived dimensions levels. With this way, I aim to clarify, the differences between four contextually different participatory processes in terms of the hindering and/or enhancing effects of the perceived dimensions. Although in each of the cases, all of the four general content groups cited in general, in positive and in negative meanings; there were differences between the cases in terms of whether the positive or negative meaning was most cited. Examining the each case processes separately reveal that while respondents from Odunpazarı and Seyrek were more mentioned in positive meaning respectively (29.7%) and (27.2%); respondents from Kaymaklı and Gazi were more mentioned in negative meaning, respectively (29.4%) and (32.3%) (Table 5.21).

**Table 5.21:** General content groups in general, positive and negative meanings for each case area.

Total frequency of mentions	in general meaning		in positive meaning		in negative meaning		total	
	average frequency of mention	%	average frequency of mention	%	average frequency of mention	%	average frequency of mention	%
<b>Odunpazarı</b>	71	33.6	61.2	29.7	74.4	26.6	206.5	29.7
<b>Seyrek</b>	36.9	17.5	56.1	27.2	32.7	11.7	125.7	18
<b>Kaymaklı</b>	50.9	24.1	45.1	21.9	82.1	29.4	178.1	25.6
<b>Gazi</b>	52.3	24.8	43.6	21.2	90.4	32.3	186.3	26.7
<b>Average per persons</b>	52		39.9		67.2		171.2	
<b>Total</b>	2339	30.4	2338	30,4	3026	39.2	7703	100

In other words, this research enables us to explore the perceived dimensions of participatory processes that were included in general content groups that enhanced the participatory processes of Odunpazarı and Seyrek. While in the case of Seyrek the difference between in positive and in negative mentioning was more than two times (27.2 %-11.7 %), in the case of Odunpazarı the difference (29.7 %-26.6 %) is less. On the other side, this research shows that the perceived dimensions of participatory processes more hindered the participatory processes of Kaymaklı and Gazi. While in the case of Gazi the difference between in positive and in negative mentioning was almost one third (21.2 %-32.3 %), in the case of Kaymaklı the difference (21.9 %-29.4 %) was not as much. Therefore the hindering effects of perceived dimensions on the case participatory processes were mostly noted in Gazi (32.3%), Kaymaklı (29.4 %), Odunpazarı (26.6 %) and Seyrek (11.7%) respectively; and the enhancing effects of perceived dimensions on the case participatory processes were mostly

felt in Odunpazarı (29.7%), Seyrek (27.2%) Kaymaklı (21.9%) and Gazi (21.2%) respectively. After presenting the results of the content analysis in general content groups level totally, in the following parts, I will introduce the results of the content analysis based on the four general content groups for each case participatory process.

### 5.2.2.1 Interactional content group

Across all mentions in the sample, the ‘interactional’ content group was cited (40.3%), and as the most mentioned general content group includes five dimensions, ‘relationships’, ‘power’, ‘communication’, ‘attribution’ and ‘persuasion’ that are composed of thirty-five perceived attributes (Table 5.22). Table 5.22 shows the total sample that cited each dimension in the ‘interactional’ content group in three groups as in general (31.8%), in positive (29%) and in negative (39.2%) meanings. This shows that the interactional content group hindered the ‘Local Government and NGO Cooperation in Participatory Democracy’ project process.

**Table 5.22:** Interactional content group and its five dimensions.

Dimensions of interactional content group	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
<b>Interpersonal relationship</b>	261	22.1	480	40.7	439	37.2	1180	38
<b>Power</b>	128	14.7	189	21.8	551	63.5	868	28
<b>Communication</b>	288	59.8	122	25.3	72	14.9	482	15.5
<b>Attribution</b>	125	39.6	72	22.8	119	37.7	316	10.2
<b>Persuasion</b>	184	71.9	38	14.8	34	13.3	256	8.3
<b>Total</b>	986	31.8	901	29	1215	39.2	3102	100

In the total sample for the interactional content group, its five dimensions of ‘interpersonal relationship’, ‘power’, ‘communication’, ‘attribution’ and ‘persuasion’ were cited respectively (38%), (28%), (15.5%), (10.2%) and (8.3%). Although all five dimensions of this group were mentioned in general, positive and negative meanings, the interpersonal relationship, communication and persuasion were mentioned in positive meanings respectively as (40.7%), (25.3%) and (14.8%); power and attribution were more mentioned in negative meanings respectively as (63.5%) and (37.7%). Therefore, the study reveals that

the ‘interpersonal relationship’, ‘communication’ and ‘persuasion’ dimensions more enhanced; and ‘power’ and ‘attribution’ dimensions more hindered the case project process. However, looking at each case process shows different results for each case (Table 5.23).

**Table 5. 23:** Interactional content group in general, positive and negative meanings for each case process.

Interactional content group	in general meaning		in positive meaning		in negative meaning		total	
	average frequency of mention	%	average frequency of mention	%	average frequency of mention	%	average frequency of mention	%
<b>Odunpazarı</b>	30	33.7	20.9	26.4	26.7	24.2	77.6	27.8
<b>Seyrek</b>	15.6	17.5	20.3	25.6	14.9	13.6	50.8	18.2
<b>Kaymaklı</b>	21.1	23.7	20	25.2	35.3	32	76.4	27.4
<b>Gazi</b>	22.4	25.1	18.1	22.8	33.3	30.2	73.9	26.6
<b>Average per person</b>	21.9		20		27		68.9	
<b>Total</b>	986	31.8	901	29	1215	39.2	3102	100

Table 5.23 reveals the ‘interactional’ content group for each case participatory process in three groups in general, positive and negative meanings. Examining each participatory processes separately reveals that while in the participatory processes of Odunpazarı and Seyrek the interactional content group more mentioned in positive meaning, respectively (26.4%) and (25.6%); in the case of Kaymaklı and Gazi the interactional content group was more mentioned in negative meaning, respectively (32%) and (30.2%). In sum this study shows that while the interactional content group enhanced the participatory processes of Odunpazarı and Seyrek, the interactional content group hindered the participatory processes of Kaymaklı and Gazi.

### 5.2.2.2 Cultural-contextual content group

Analysis of all sample’ mentions reveals that the ‘cultural contextual’ content group was cited more than one third of all mentions (36.7%), and as the second most mentioned general content group including four dimensions; ‘social dynamics’, ‘culture’, ‘contextual’ and ‘conflict’ and 34 perceived attributes. Table 5.24 shows the total sample that cited each of the dimensions in cultural contextual content group in three groups as in general (33%), in

positive (28.9%) and in negative (38.1%) meanings. This result shows that the cultural contextual content group hindered the ‘Local Government and NGO Cooperation in Participatory Democracy’ project process.

**Table 5.24:** Cultural-contextual content group and it’ four dimensions

Dimensions of Cultural-Contextual content group	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
<b>Social dynamics</b>	458	28,5	542	33,8	605	37,7	1605	56,7
<b>Culture</b>	372	47,6	161	20,6	249	31,8	782	27,6
<b>Contextual</b>	91	40,8	62	27,8	70	31,4	223	8
<b>Conflict</b>	10	4,6	56	25,6	153	69,8	219	7,7
<b>Total</b>	931	33	821	28.9	1077	38.1	2829	100

The sample’s responses in relation to the ‘cultural contextual’ content group and its four dimensions as ‘social dynamics’, ‘culture’, ‘contextual’ and ‘conflict’ were cited respectively (56.7%), (27.6%), (8%) and (7.7%). Although all four dimensions of the cultural-contextual content group were mentioned in general, positive and negative meanings, all dimensions of this group, as ‘social dynamics’, ‘culture’, ‘contextual’ and ‘conflict’ were more mentioned in negative meanings respectively (37.7%), (31.8%), (31.4%), and (69.8%). Therefore, the study was able to establish that ‘social dynamics’, ‘culture’, ‘contextual’ and ‘conflict’ dimensions had hindered the case participatory project process (Table 5.24). However, when looking at each case participatory process separately we see different results for each case participatory process (Table 5.25). Table 5.25 displays the ‘cultural-contextual’ content group for each case in general, positive and negative meanings. Examining each participatory processes separately reveals that while in the participatory processes of Odunpazarı and Seyrek the ‘cultural-contextual’ content group was more mentioned in positive meaning, respectively (32.7%) and (28.7%); in the participatory processes of Kaymaklı and Gazi cultural-contextual this content group was more mentioned in negative meaning, respectively (30.3%) and (34.5%). In sum, this study shows that while the cultural-contextual content group enhanced the participatory processes of Odunpazarı and Seyrek, it clearly hindered the participatory processes of Kaymaklı and Gazi.

**Table 5.25:** Cultural-contextual content group in general, positive and negative meanings for each case process.

Cultural-contextual content group	in general meaning		in positive meaning		in negative meaning		total	
	average frequency of mention	%	average frequency of mention	%	average frequency of mention	%	average frequency of mention	%
<b>Odunpazarı</b>	25	29.4	24	32.7	22.6	22.6	71.6	27.7
<b>Seyrek</b>	14.5	17.1	21	28.7	12.6	12.6	48.2	18.7
<b>Kaymaklı</b>	21.2	25	12.3	16.8	30.2	30.3	63.7	24.7
<b>Gazi</b>	24.2	28.5	16	21.8	34.4	34.5	74.7	28.9
<b>Average for per persons</b>	20.7		6.2		23.9		62.9	
<b>Total</b>	931	33	279	9.9	1077	38.1	2829	100

### 5.2.2.3 Procedural content group

Analysis of the entire sample's mentions indicates that the 'procedural' content group was cited (12.3%), and as the third most mentioned general content group includes two dimensions; 'organizational' and 'process outcomes' that are composed of 10 perceived attributes (Table 5.26). Table 5.26 shows the total sample that cited each of the dimensions in the procedural content group as in general (36.2%), in positive (36.2%) and in negative (27.2%) meanings. This results show that the 'procedural' content group enhanced the 'Local Government and NGO Cooperation in Participatory Democracy' project process.

**Table 5.26:** Procedural content group and it' two dimensions.

Dimensions of procedural content group	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
<b>Organizational</b>	294	47.9	123	20	197	32.1	614	64.6
<b>Process Outcomes</b>	50	14.9	221	65.8	65	19.3	336	35.4
<b>Total</b>	344	36.2	344	36.2	262	27.6	950	100

For the 'procedural' content group, the two dimensions of 'organizational' and 'process outcomes' were cited respectively (64.6%) and (35.4%). Although these two dimensions were mentioned in general, positive and negative meanings, the organizational dimension



was more mentioned in negative (32.1%). The ‘process outcome’ dimension was more mentioned in positive meanings (65.8%). Therefore the study found that while ‘organizational’ dimension hindered, ‘process outcome’ dimension enhanced the case participatory project process (Table 5.26). However, when looking at each case, we see different results for each of the participatory processes (Table 5.27).

Table 5.27 displays the ‘procedural’ content group for each case in general, positive and negative meanings. Examining each participatory process separately reveals that while in the participatory process of Seyrek and Odunpazarı the ‘procedural’ content group more mentioned in positive meaning, respectively (51.4%), (30.2%); in Kaymaklı and Gazi the procedural content group was more mentioned in negative meaning, (35.1%) and (48.9%) respectively. In sum, this study shows that while the ‘procedural’ content group enhanced the participatory processes of Odunpazarı and Seyrek, it hindered the participatory processes of Kaymaklı and Gazi.

**Table 5. 27:** Procedural content group in general, positive and negative meanings for each participatory process.

Procedural content group	in general meaning		in positive meaning		in negative meaning		total	
	average frequency of mention	%	average frequency of mention	%	average frequency of mention	%	average frequency of mention	%
Odunpazarı	12.4	42.3	8.7	30.2	6.5	27.7	27.6	33.8
Seyrek	5.8	40.3	7.4	51.4	1.2	8.3	14.4	17.7
Kaymaklı	7.8	30.1	9	34.7	9.1	35.1	25.9	31.7
Gazi	3.3	24.1	3.7	27	6.7	48.9	13.7	16.8
Average for per persons	7.6		7.6		5.8		21.1	100
Total	344	36.2	344	36.2	262	27.6	950	100

#### 5.2.2.4 Individual content group

In the case study, mentions of the ‘individual’ content group were least cited (10.7%). This general content group includes ‘active citizenship’ and ‘personal’ dimensions that are composed of 12 perceived attributes (Table 5.28), which shows the total sample that cited each dimensions in general (9.5%), in positive (33.1%) and in negative (57.4%) meanings.

This indicates that the ‘individual’ content group hindered the ‘Local Government and NGO Cooperation in Participatory Democracy’ project process.

**Table 5. 28:** Individual content group and its two dimensions in three groups as in general, positive and negative meanings.

Dimensions of individual content group	in general meaning		in general meaning		in general meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
<b>Personal</b>	33	6,2	164	30,9	334	62,9	531	64,6
<b>Active Citizenship</b>	45	15,5	108	37,1	138	47,4	291	35,4
<b>Total</b>	78	9.5	272	33.1	472	57.4	822	100

Across the sample, the ‘individual’ content group with its two dimensions of ‘personal’ and ‘active citizenship’ were cited respectively (64.6 %) and (35.4 %). Although these two dimensions were mentioned in general, positive and negative meanings, both dimensions were more mentioned in negative meaning respectively (62.9 %) and (47.4 %). Therefore, the study finds that ‘personal’ and ‘active citizenship’ dimensions hindered the case participatory project process (Table 5.28). However, looking at each participatory process we see different results for each case and participatory process (Table 5.29).

**Table 5. 29:** Individual content group in general, positive and negative meanings for each participatory process.

Individual content group	in general meaning		in positive meaning		in negative meaning		total	
	frequency of mention	%	frequency of mention	%	frequency of mention	%	frequency of mention	%
<b>Odunpazarı</b>	3.6	12.2	7.5	25.3	18.5	62.5	29.6	38
<b>Seyrek</b>	0.9	7.3	7.4	60.2	4	32.5	12.3	15.8
<b>Kaymaklı</b>	0.7	5.8	3.8	31.7	7.5	62.5	12	15.4
<b>Gazi</b>	2.3	9.6	5.7	23.8	16	66.7	24	30.8
<b>Average for per persons</b>	1.7		6		10.5		18.3	100
<b>Total</b>	78	9.5	272	33.1	472	57.4	822	100

Table 5.29 displays the ‘individual’ content group for each case in general, positive and negative meanings. Examining each participatory processes separately reveals that while in the participatory process of Seyrek ‘individual’ content group more mentioned in positive meaning, (60.2%), in the participatory processes of Odunpazarı, Kaymaklı and Gazi ‘individual’ content group more mentioned in negative meaning respectively, (60.2%) (62.5%); and (66.7%). In sum, this study shows that while ‘individual’ content group enhanced the participatory processes of Seyrek, hindered the participatory processes of Odunpazarı, Kaymaklı and Gazi.

After presenting the results of content analysis I will present and discuss the findings of my content analysis as answer to the first research question of this study ‘What are the socio-psychological dimensions of the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek?’ in relation to the participation literature.

### **5.3. Finding of the Content Analyses and Reflections on the Findings**

After the empirical study, as a result of the content analysis, in addition to eight pre-defined socio-psychological dimensions, this research explored 90 attributes and 13 dimensions of participatory processes, which were categorized into four content groups. In this part of the study I will present the findings of the content analysis and make reflections on them. Therefore, I will introduce and discuss on the findings, first for the sample in terms of the case project process, and second, I will present and discuss the findings for each contextually different participatory process.

First, in the case of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project process; this research explored 90 attributes of participatory processes with their enhancing and/or hindering effects. Of these attributes; ‘central persons’ ‘relationships’, ‘change in relationships’ ‘trust’ and ‘awarding’ were the five most cited attributes. In total these five attributes were mentioned by almost a quarter of the total sample. While three of the most cited five attributes are ‘relationships’, ‘change in relationships’ and ‘trust’ are attributes of the relationships dimension, one of them, ‘central persons’ is in the social dynamics dimension’ attribute and the last one, ‘awarding’ is the power dimension’ attribute. Since four of these five most cited attributes including ‘relationships’, ‘change in relationships’ ‘trust’ and ‘awarding’ are clearly interactional level’ attributes, the present study revealed that attributes at the interactional level were the

most affective attributes in the case participatory project process. Moreover, looking to their enhancing and/or hindering effects, all these five most cited attributes are socio-psychological attributes and except for the 'awarding' attribute all of them were regarded by the sample as to have enhanced the project process (Table 5.4). In addition to the most cited attributes, a total of 24 attributes enhanced and 45 attributes hindered the case project process (Table 5.30). On the other hand, another 21 attributes of the case project process were equally, or almost equally, seen to enhance or hinder the case project process, or did not have enhancing or hindering effects.

Second, during the content analysis process the 90 attributes were divided into 13 dimensions. Although all of these 13 dimensions were explored within the context of the present study; eight of these 13 dimensions included pre-defined socio-psychological attributes, while the other five did not include socio-psychological attributes. The perceived socio-psychological dimensions are 'social dynamics', 'interpersonal relationship', 'power', 'culture', 'communication', 'attribution', 'persuasion' and 'conflict'; and the other 5 perceived dimensions are 'organizational', 'personal', 'process outcomes', 'active citizenship' and 'contextual'. While the eight socio-psychological dimensions included 62 perceived attributes, the other five dimensions included 28 attributes that were explored in relation with the socio-psychological dimensions of participatory processes. In other words, while the focus of the inquiry was on the exploration of socio-psychological dimensions, the analysis also revealed dimensions of participatory processes. This result shows an empirical evidence for a theoretical hypothesis which this study presupposes, which is: there is a social influence among all the components of the participatory processes.

The present study demonstrates three main components of participatory process including; individuals/social, context, and participatory process itself; and during the process these components affect each other mutually, and thus, activating the mutual social influence process. Hence, a participatory process is called a social influence process in the present study. In line with this theoretical discussion, the empirical study shows in addition to eight socio-psychological dimensions, five perceived dimensions including 'organizational', 'personal', 'process outcomes', 'active citizenship' and 'contextual'. While 'personal' and 'active citizenship' dimensions related to the individual/society, 'process outcomes' and 'organizational' dimensions related to the process itself, the 'context' dimension related to the context as a main component of participatory process. In exploring socio-psychological and other dimensions related to the main components of participatory processes, this study

reveals the main components of participatory processes, the transformative effects of the participatory processes on all components of participatory processes, and the mutual social influence process. Together these also confirm the theoretical arguments of this study.

**Table 5.30:** Enhancing and hindering attributes of the case project process.

Dimensions of case project process	Attributes of the case project process		
	Enhancing attributes	Hindering attributes	Neither enhanced nor hindered
<b>Social dynamics</b>	Central persons Social sharedness Social identity Social capacity Social networks	Being a group Polarization Problematic issues & situations Restrictive norms or rules Time management Decision making (process) Undertaking issues	Focusing Group think
<b>Interpersonal relationship</b>	Change in relationships Trust Relationships	Jealousy Hidden agenda Rivalry Being dominant	---
<b>Power</b>	Expert power	Hidden power Emotional power Punishment Awarding Conformity Social norms Power	Power elements
<b>Culture</b>	Attachment Collectivity Cultural variety	Producing shared meaning External boundaries Individualism Cultural norms Language difficulty Group boundaries Cultural properties Cultural differences	Differences between individuals Togetherness of differences
<b>Organizational</b>	Organization	Experienced problems in the process Experiences in the process	Sources of organization Education and catch-up works in the process Process and its characteristics

**Table 5.30:** Enhancing and hindering attributes of the case project process (cont'd).

Dimensions of case project process	Attributes of the case project process		
	Enhancing attributes	Hindering attributes	Neither enhanced nor hindered
<b>Personal</b>	Personal characteristics	Ego Approval-Disapproval Felt emotions Prejudices	---
<b>Communication</b>	Communication Building communication	Continuity of communication	Body language Effects of emotional dynamics to communication Effects of rational dynamics to communication Topic of communication
<b>Process outcome</b>	Learning in the process Outcomes of the process Success of the process	Sustainability	Being persuaded Consensus building
<b>Attribution</b>	Interactions	Consistency and their affects,	Internal attribution External attribution
<b>Active citizenship</b>	Active citizenship, Participants	Volunteering Participation Consciousness	Awareness
<b>Persuasion</b>	Central way to persuasion	Effects of dynamics in interactional level to consensus building Peripheral way to persuasion	Effects of personal characteristics to consensus building, Effects of social dynamics to consensus building Effects of process characteristics to consensus building,
<b>Contextual</b>	NGOs	Local government Contextual differences	----
<b>Conflict</b>		Put out of group Grouping Conflict	Hiving off

Third, after exploring the attributes and dimensions of participatory processes, all of the 13 dimensions including 90 attributes were categorized, depending on the multiple regression analysis and theoretical background, into four general content groups as; ‘interactional’;

‘cultural-contextual’; ‘procedural’ and ‘individual’ (Table 5.19). Looking to these dimensions with their enhancing and/or hindering effects on the case project process, the results shows that while ‘interpersonal relationship’, ‘communication’ and ‘process outcomes’ enhanced the case project process; ‘power’, ‘persuasion’, ‘attribution’, ‘groups dynamics’, ‘cultural’, ‘contextual’, ‘conflict’, ‘organizational’, ‘personal’ and ‘active citizenship’, hindered the case project process (Table 5.31). Moreover, looking at the enhancing and hindering effects of the content groups, the findings reveal that while ‘interactional’, ‘cultural-contextual’, and ‘individual’ content groups hindered; the ‘procedural’ content group enhanced the case project process.

**Table 5.31:** The dimensions of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project process.

Content Groups	Dimensions of the case project process	
	enhanced the project process	hindered the project process
<b>Interactional</b>	Interpersonal relationship Communication	Power Persuasion Attribution
<b>Cultural-Contextual</b>		Social dynamics Cultural Contextual Conflict
<b>Procedural</b>	Process outcome	Organizational
<b>Individual</b>		Personal Active citizenship

As a result, the findings of the content analysis for the case project process revealed attributes, dimensions and content groups of the project process with their enhancing and hindering effects. The findings show that for the total sample including all the dimensions, they more hindered the case project process than enhanced. However, looking at the hindering and enhancing dimensions of the four participatory processes, the result shows differences, which are evaluated for each case participatory process in this part. First, looking to the findings at the general content groups’ level for the case participatory processes shows that while the participatory processes of Odunpazarı and Seyrek were enhanced, the processes of Kaymaklı and Gazi were hindered in total (Table 5.20). However looking at each of the content groups and each of the dimensions for each participatory processes reveals different results. Second, looking to the four general content groups for each participatory process reveals that while all content groups enhanced the participatory



process of Seyrek, in the case of the Odunpazarı process, three content groups enhanced and one content group hindered the process. On the other hand, all content groups were perceived to have hindered the participatory processes of Kaymaklı and Gazi (Table 5.32). Third, looking to the enhancing and hindering effects of each dimension reveals that each case participatory process shows differences in terms of the effects of 13 dimensions on the processes (Table 5.32).

However, there are commonalities in terms of four dimensions' effects on all case participatory processes. While 'communication' and 'process outcomes' dimensions enhanced, 'power' and 'conflict' dimensions hindered all case participatory processes. The process of Seyrek was hindered by two dimensions, namely 'power' and 'conflict'. The Odunpazarı process was hindered by six dimensions, namely 'power', 'culture', 'organizational', 'personal', 'active citizenship' and 'conflict'. On the other hand, although the extent of the hindering and enhancing effect of dimensions show differences, both the Gazi and Kaymaklı processes were enhanced and hindered by the same dimensions. The processes of Gazi and Kaymaklı were only enhanced in the dimensions of 'communication' and 'process outcomes'. The findings for each case participatory process show that each dimension affects each process in different ways. Therefore, as it was argued in the theoretical chapter, these results reveal that each participatory process is unique to the context where the process was conducted. In other words, each participatory process is a locally specific invention. The dimensions of each participatory process and their effects on each processes show differences, even though they were conducted as parts of the same project. It revealed the importance of context dependency which should be considered during the theoretical discussions on participatory processes, their evaluation and implementation.

Last, the findings of the study for the four case participatory processes support the three opposing theoretical discussions of Habermas, Foucault and Mouffe, which were presented through theoretical discussion in chapter 2. While process outcomes and communication as the core of the participatory processes enhanced, power as the basis of the criticisms of Foucauldian literature, and conflict as the basis of criticism of Mouffe and literature based on Mouffe's ideas on Habermasian literature and participatory processes, were seen to have hindered all case participatory processes. Therefore, the empirical research of the present study makes a significant contribution to the participation literature in terms of evaluating participant perceptions of their participatory processes in relation to the three main theoretical lines in the literature, as collected around Habermas, Foucault and Mouffe.

**Table 5.32:** The hindering and enhancing dimensions and content groups for each case participatory process.

Participatory Processes	Content Groups		Dimensions	
	Enhancing	Hindering	Enhancing	Hindering
<b>Gazi</b>		Interactional Cultural-contextual Procedural Individual	Communication Process outcomes	Social dynamics Interpersonal relationship Power Culture Organizational Personal Attribution Persuasion Contextual Conflict
<b>Kaymaklı</b>		Interactional Cultural-contextual Procedural Individual	Communication Process outcomes	Social dynamics Interpersonal relationship Power Culture Organizational Personal Attribution Persuasion Contextual Conflict
<b>Seyrek</b>	Interactional Cultural-contextual Procedural Individual		Social dynamics Interpersonal relationship Culture Organizational Personal Communication Process outcomes Attribution Active Citizenship Persuasion Contextual	Power Conflict
<b>Odunpazarı</b>	Interactional Cultural-contextual Procedural	Individual	Social dynamics Interpersonal relationship Communication Process outcomes Attribution Persuasion Contextual	Power Culture Organizational Personal Active Citizenship Conflict

Therefore, whether the procedural planning process approaches were developed on the arguments of Habermas, Foucault or Mouffe , the enhancing effects of communication and hindering effects of power and conflict must not be ignored within the theoretical discussions on participatory processes and during the process design, mobilization, planning and implementation phases of participatory processes. In addition to ‘communication’ dimension, process outcomes dimension also enhanced all case participatory processes and that gave clues related to the evaluation of participatory processes since, although each participatory process was developed as a locally-invention and so their outcomes shows differences, respondents from each context stated their process outcomes in positive terms. This shows that each context evaluated their outcomes in different ways; this will be discussed with the findings of the following chapter in detail.

In sum, in this chapter, I presented the exploration and classification of perceived attributes of participatory processes. First, I explained the analytical procedures of content analysis; second, I presented the perceived attributes and dimensions of participatory processes; and third, I introduced the determination of general content groups and content groups of participatory processes. In the following two chapters by using the four general content groups as ‘interactional’, ‘cultural-contextual’, ‘procedural’ and ‘individual’ including 13 perceived dimensions of participatory processes, the relationship between the success of participatory processes and its dimensions, and varying effects of these dimensions on the contextually different participatory processes are examined.

## CHAPTER 6

### **ANALYTICAL PROCEDURES AND RESULTS OF RELATIONSHIPS BETWEEN THE PERCEIVED DIMENSIONS AND SUCCESS OF PARTICIPATORY PROCESSES**

In the previous chapter, I explored the perceived attributes and dimensions of participatory processes and categorized them into general content groups. In this chapter, I examine the relationship of the perceived success of case participatory project process and the 13 perceived dimensions within four the general content groups and eight pre-defined socio-psychological dimensions of participatory processes by applying the multiple regression analysis technique. Recall that, while the general content groups of participatory processes include ‘interactional’ with its five socio-psychological dimensions, ‘cultural-contextual’ with its four socio-psychological dimensions, ‘procedural’ with its two dimensions and ‘individual’ with its two dimensions; the pre-defined socio-psychological dimensions of participatory processes include ‘communication’, ‘attribution’, ‘persuasion’, ‘power’, ‘interpersonal relationship’, ‘conflict’, ‘culture’ and ‘social dynamics’. This chapter aims to explore both respondents’ success definition and the perceived success of case participatory project process, and examine the relationship between perceived and pre-defined dimensions of the case project process.

In this part of the study, I present the analytical procedure of the content analysis technique which I applied to extract the meaningful success attributes of participatory processes for both respondents’ success definition and their evaluation for the success of their own participatory processes. Similar to the analysis of perceived attributes of participatory processes, then I reduced the number of perceived attributes into a small number of general content groups. Respectively, in this chapter, I present the analytical procedure of the multiple regression analysis, and the outcomes of the multiple relationships which analyzed the relation between the attributes, dimensions and, content groups of participatory process

and the respondents' evaluation of the success of participatory process on the success of their own participatory process to strengthen the validity of the findings in the case of the 'Local Government and NGO Cooperation in Participatory Democracy' project process.

## **6.1 Exploration of Perceptual Success Attributes of Participatory Processes**

This section presents the meaningful structures of the participants' perceptions of the success of participatory processes and their evaluation of the participatory process in their locality. To do that, first, I introduce the analytical procedures to derive the perceived attributes of success; second, I discuss the results of content analysis about both the success definition and respondents' evaluation of the success.

### **6.1.1 Analytical procedures to explore perceived success attributes of participatory processes**

To extract the perceived attributes of success, I conducted content analyses, separately, with the answers of the two open ended questions on success. I converted reported interviews and samples' descriptions into content categories using content analysis. Through content analysis the existence and frequency of concepts in samples' descriptions were exposed. In the present study, respondents' own words on success of participatory processes are accepted as the source of content analysis. To analyze the subjective descriptions of respondents, I derived extensive listings of concepts that the respondents used to define on the success of participatory processes in general and to evaluate the particular participatory process in which they are involved.

Although the existing literature discusses the issue of 'success' based on criteria determined in the literature, due to the uniqueness of each studied context and every participatory process, I constructed the success definition and evaluation for each participatory process based on respondents' subjective descriptions. Therefore, this section presents these definitions formulated by the participants of the 'Local Government and NGO Cooperation in Participatory Democracy' initiative and their success evaluation of their own participatory processes. To obtain respondents' subjective descriptions on their definitions and evaluations of success, I referred to the information that I had collected from their answers to two open-ended questions on the success definition and perceived success of the processes (appendix A).

In this process, I followed mainly four steps. First, I formed Tables of information to see the main categories of success of participatory processes and success definitions of respondents separately. The first step of this process revealed the content groups and displayed categories of success dimensions of the participatory processes. Second, I made a list of all issues that I captured in the respondents' answers, to reduce the information to themes or categories. Third, I grouped similar issues together, and lastly, I developed a label for the issues and turned them into categories. I identified the labels by taking into consideration the four general content groups and its 13 dimensions that were explored in the previous chapter. By exploring the content groups of success definition and success evaluation, I constructed the content groups with respect to the already defined general categories.

After having introduced the analytical procedure of content analysis on the success definition and success evaluation of respondents, I present the results of content analysis in the following section.

### **6.1.2. Results of content analysis on respondents' success definitions**

To explore the success attributes of participatory processes in the case of Gazi, Kaymaklı, Odunpazarı and Seyrek; I conducted content analysis on respondent's evaluation on success and respondents' success definitions separately. In this way, I determined general content groups, dimensions and attributes of success of participatory processes as mentioned by respondents. In this part of the study, I present the results of content analyses, first, on the success definitions' of respondents; and second, on their evaluation of the success of the participatory processes.

#### **6.1.2.1 Results of content analysis on respondents' success definitions**

The analysis revealed 23 success attributes, which were then categorized into five content groups. These content groups are 'procedural', 'process outcomes', 'individual', 'interactional' and 'cultural-contextual'.<sup>26</sup> Table 6.1 shows the attributes and the general content groups of the success definition for the total sample from the four case localities.

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<sup>26</sup> Although in the previous chapter I categorized all of the dimensions into four general content groups as interpersonal, cultural-contextual, procedural and individual; in addition to these four general content groups I added process outcomes when categorizing the success dimensions. Since in the theoretical discussions, this study argued that success of participatory practices should be evaluated on process, outputs and both of social and spatial outcomes. For this reason, in this part of the study, I did not present the participants' mentions on both process and process' outcomes together.

**Table 6.1:** Attributes and content groups of success definition of the total sample.

<b>SUCCESS DEFINITION OF RESPONDENTS</b>					
<b>Content Groups</b>	<b>Success Definition' attributes</b>	<b>Frequency of mention</b>	<b>%</b>	<b>Frequency of mention</b>	<b>%</b>
<b>PROCEDURAL</b>	Leadership	24	7.3	142	43.3
	Sustainability	23	7.0		
	Process characteristics	21	6.4		
	Process and organization-intervention in local	20	6.1		
	Activities-organizations in the process	16	4.9		
	Educational activities in the process	14	4.3		
	Management in the process	13	4		
	Organizational	11	3.4		
<b>PROCESS OUTCOMES</b>	Social outcomes	25	7.6	73	22.3
	The general outcomes of the process	17	5.2		
	Social learning	14	4.3		
	Reaching the objectives of the process	14	4.3		
	Good examples of participatory practices	3	0.9		
<b>PERSONAL</b>	Active citizenship	37	11.3	50	15.2
	Personal characteristics	13	4		
<b>INTERACTIONAL</b>	Other attributes in interactional level	18	5.5	32	9.8
	Hidden agenda	8	2.4		
	Persuasion (peripheral way to persuasion, central way to persuasion)	3	0.9		
	Power	3	0.9		
<b>CULTURAL CONTEXTUAL</b>	NGO' characteristics	17	5.2	31	9.5
	Contextual	6	1.8		
	Central persons	5	1.5		
	Culture	3	0.9		
<b>TOTAL</b>		<b>328</b>	<b>100</b>	<b>328</b>	<b>100</b>

Attributes with respect to the general content groups of success are composed of; 'procedural' including 'leadership', 'sustainability', 'characteristics of the process', 'process and organization in the process', 'organizations-activities in the process', 'educational activities in the process', 'management in the process' and 'organizational'; 'process outcomes' including 'social outcomes', 'general outcomes of the process', 'social learning',



‘reaching the objectives of the process’ and ‘good examples of participatory practices’; ‘individual’ including ‘active citizenship’ and ‘personal characteristics’; ‘interactional’ consisting of ‘interpersonal relationship’, ‘hidden agenda’, ‘persuasion’ and ‘power’; ‘cultural-contextual’ including ‘NGOs’, ‘contextual’, ‘central persons’ and ‘culture’.

In the case of ‘success definition of respondents’, the following quotations exemplify attributes of ‘outcomes’, ‘sustainability’, ‘process and organization in local’, ‘reaching the objectives of the process’, ‘central person’, ‘leadership’, ‘communication’, and ‘topic of communication’ and ‘sharedness’ as attributes at interactional level.

*“Success of participatory process means see successful outcomes. I mean if the participation processes could reflect to outcomes it will be successful”* (R1, F, Odunpazarı).

*“The most important thing for me is sustainability in terms of success of participatory processes”* (R12, F, Seyrek).

*“Continuity and institutionalization are needed for success. But before everything the process must not be in the hand of one person, participatory processes should be like social movements”* (R37, M, Kaymaklı).

*“A process should continue how it started. I mean whatever the topic of communication, the issues must not be talked like an academic knowledge as in university, but they should be talked to achieve implementations. I understand the success in such a way”* (R41, M, Gazi).

The results of content analysis of the total sample’ subjective descriptions on the success definition of a participatory process show 23 success attributes within five content groups. However evaluating the results for each case shows differences in the success definition of different contexts. Table 6.2 shows the four case localities’ success definitions separately, which reveals how the success definitions of different contexts show differences. While defining the success of participatory process, respondents from Odunpazarı mostly mentioned attributes in ‘procedural’, ‘outcomes’ and ‘individual’ content groups; respondents from Seyrek mostly mentioned attributes in ‘procedural’ and ‘outcomes’ content groups; respondents from Kaymaklı mostly mentioned attributes in ‘procedural’ and ‘outcomes’ content groups; respondents from Gazi mostly mentioned attributes in ‘procedural’, ‘outcomes’ and ‘individual’ content groups. All four localities define success of the process mostly based on ‘procedural’ attributes followed by ‘process outcome’ attributes, with the exception of participants from Gazi who selected ‘cultural-contextual’ attributes as of secondary importance.

Looking at the results, to define the success of participatory process all of the localities mostly cited the attributes of the ‘procedural’ content group; Odunpazarı (37.5%); Seyrek (44.8%); Kaymaklı (45.5%) and Gazi (47%). ‘Process outcomes’ are the second most mentioned content group cited by respondents from Odunpazarı (26%); Seyrek (44.8%); Kaymaklı (33.2%). On the other hand, the ‘process outcomes’ attribute (3%) is the least cited content group by the respondents from Gazi. While individual content group is the third most cited content group for the total sample, it is also the third most cited content group of respondents from Odunpazarı (23,2%) and Kaymaklı (9,3%), while the respondents of Seyrek did not cite the ‘individual’ attributes at all. For the respondents from Gazi (19%) and Seyrek (5.2%), ‘cultural-contextual’ attributes remain as the third mostly cited content group.

**Table 6.2:** Attributes and content groups of success definition of four participant groups.

SUCCESS DEFINITION OF RESPONDENTS								
Content Groups	LOCALITIES							
	ODUNPAZARI		SEYREK		KAYMAKLI		GAZİ	
	frequency of mention per person	%	frequency of mention per person	%	frequency of mention per person	%	frequency of mention per person	%
<b>Procedural</b>	3.81	37.5	0.69	44.8	3.14	45.5	6.71	47
<b>Outcomes</b>	2.64	26	0.69	44.8	2.29	33.2	0.43	3
<b>Individual</b>	2.36	23.2	0	0	0.64	9.3	2.14	15
<b>Interactional</b>	0.9	0.9	0.08	5.2	0.4	5.8	2.3	16.1
<b>Cultural-contextual</b>	0.45	0.44	0.08	5.2	0.43	6.2	2.71	19
<b>frequency of mention per person</b>	10.16	100	1.54	100	6.9	100	14.29	100
<b>TOTAL</b>	112	100	20	100	96	100	100	100

### 6.1.2.2 Results of content analysis on respondents’ success evaluations

The content analysis of the subjective descriptions of respondents on the success of their participatory processes revealed 20 success attributes, which are then categorized into five content groups. Then these are labeled with respect to the dimensions constructed for respondents’ perception of participatory processes. They include ‘procedural’, ‘process outcomes’, ‘individual’, ‘interactional’ and ‘cultural-contextual’. Table 6.3 shows the perceived success dimensions and the attributes that fall under each category for the whole

sample. Attributes of each success dimension are as follows: ‘procedural’ content group composed of ‘sustainability’, ‘organization-intervention in local’, ‘organizational’, ‘process characteristics’, ‘educational activities in the process’, ‘management in the process’, ‘participation to process’ and ‘endeavor in the process’; ‘process outcomes’ content group consisting of ‘social outcomes’, ‘general outcomes of the process’ and ‘social learning’; individual content group including ‘personal characteristics’ and ‘active citizenship’; ‘interactional’ content group composed of ‘interpersonal relationship’, ‘power’ and ‘persuasion’; cultural-contextual content group including ‘central persons’, ‘institutional’, ‘culture’ and ‘contextual’.

**Table 6.3:** Attributes and general content groups of success of the total sample.

<b>SUCCESS EVALUATION OF RESPONDENTS</b>					
<b>Content Groups</b>	<b>Success Attributes</b>	<b>Freq. of men.</b>	<b>%</b>	<b>Freq. of men.</b>	<b>%</b>
<b>PROCEDURAL</b>	Sustainability	25	7.4	<b>96</b>	<b>28.6</b>
	Organization-intervention in local	18	5.4		
	Organizational	8	2.4		
	Process characteristics	14	4.2		
	Educational activities in the process	8	2.4		
	Management in the process	8	2.4		
	Participation to process	8	2.4		
	Endeavor in the process	7	2.1		
<b>PROCESS OUTCOMES</b>	Social outcomes	80	23.8	<b>93</b>	<b>27.7</b>
	On results of the process	9	2.7		
	Social learning	4	1.2		
<b>INDIVIDUAL</b>	Personal characteristics	40	11.9	<b>63</b>	<b>18.7</b>
	Active citizenship	23	6.9		
<b>CULTURAL CONTEXTUAL</b>	Central persons	23	6.8	<b>54</b>	<b>16.1</b>
	Institutional	19	5.7		
	Culture	7	2.1		
	Contextual	5	1.5		
<b>INTERACTIONAL</b>	Interpersonal relationship	17	5.1	<b>30</b>	<b>8.9</b>
	Power	8	2.4		
	Persuasion process	5	1.5		
<b>TOTAL</b>		<b>336</b>	<b>100</b>	<b>336</b>	<b>100</b>

In the case of ‘success evaluation of respondents’, the following quotations exemplify attributes of ‘NGOs’, ‘participation in the process’, ‘organization-intervention in local’,

‘organizational’, communication and continuity of communication as ‘interpersonal relationship’, ‘social outcomes’, ‘sustainability’ and ‘institutional’:

*“It was successful in the conditions of those times, since we started with five NGOs and then it increased to 150 member NGOs, but I don’t know the exact number today. We established a center which provide communication network, provide continuation of the communication and provide halls for the usage of NGOs in three years. It was successful at those time and I think it is still successful since there is no another example” (R1, F, Odunpazarı).*

*“A hundred over a hundred, I mean everything was wonderful in our process, the life of all villagers were changed” (R13, F, Seyrek).*

*“As I know there is no study today, therefore I could not say it is a successfully process. Actually we gave scholarships to students and other studies but they have not continued” (R37, M, Kaymaklı).*

*“I don’t think that our municipality gained any success it the process” (R45, F, Gazi).*

Content analysis of the total sample’ subjective descriptions on their evaluation of success resulted in the identification of 20 success attributes within five content groups, however evaluating the results for each case shows differences. Before getting into the differentiation across localities, I would first present the distribution of the frequencies for the whole sample. For example, more than half of the frequency of mentions about respondents’ evaluation of the success of the participatory process for the whole sample referred to ‘procedural’ (28.6%) and ‘process outcomes’ (27.7%). Almost one third of the mentions involved the issues related to ‘individual’ (18.7%) and ‘cultural-contextual’ (16.1%). The rest was related to ‘interactional’ (8.9%). In line with communicative rational theoretical argumentations, this verifies the significance of procedural aspects of participatory processes. It also shows that social, psychological and contextual characteristics determine the success of such processes.

The distribution for the whole sample shows differentiation when focused on each locality. Table 6.4 shows the success definitions of four cases individually, which reveals how the evaluation of the success in different contexts shows differences. Half of the frequency of mentions of the respondents from Gazi constitutes the ‘procedural’ attributes (50%). This is ‘process outcomes’ for Seyrek (47.1%) and for Kaymaklı (45%). The respondents from Odunpazarı cited the ‘individual’ (39 %) almost half of their total mentions. The localities also differ with respect to the second most cited content group. While respondents’ from Odunpazarı cited the attributes of procedural content group (28%) as the second most cited content group; for the respondents from Seyrek (31.8%) and Kaymaklı (18.3%), this was of

the procedural. The respondents from Gazi cited the interactional content group (23.8%) as the second most cited content group. Respectively, the third most cited content group was ‘cultural-contextual’ for Odunpazarı (18 %) and Seyrek (18.8%), and the ‘individual’ for Kaymaklı 16.5 %) and Gazi (14.3 %).

**Table 6.4:** Dimensions of success of participatory processes in the case localities.

SUCCESS EVALUATION OF RESPONDENTS								
content groups	LOCALITIES							
	ODUNPAZARI		SEYREK		KAYMAKLI		GAZİ	
	frequency of mention per person	%	frequency of mention per person	%	frequency of mention per person	%	frequency of mention per person	%
<b>Procedural</b>	2.6	28.3	2.1	31.9	1.4	18	3	50
<b>Process outcomes</b>	0.4	4.4	3.1	47.1	3.5	45.1	0	0
<b>Individual</b>	3.55	38.6	0	0	1.29	16.6	0.86	14.3
<b>Cultural contextual</b>	1.64	17.8	1.23	18.7	1.07	13.8	0.71	11.8
<b>Interactional</b>	1	10.9	0.15	2.28	0.5	6.5	1.43	23.8
<b>Per persons in locals</b>	9.19	100	6.58	100	7.76	100	6	100
<b>TOTAL</b>	100	100	85	100	109	100	42	100

In the first section of this chapter I present the result of content analysis of the success definition and success evaluation of respondents. As a result of both success definition and success evaluation of respondents; five content groups were explored as ‘procedural’, ‘process outcomes’, ‘individual’, ‘cultural-contextual’ and ‘interactional’.

Moreover, the differences between respondents’ definitions and evaluations on the success of participatory process from the case localities are revealed. In the following section, I examine the relationships between content groups and dimensions that were explored in the previous chapter and the success of participatory processes through multiple regression analysis.

## **6.2 Analytical Procedures of the Relationships Analysis Between Dimensions and Success of Participatory Processes**

In this section, I examine the relationship between the success of participatory processes based on the respondents' evaluations and the content groups, dimensions and attributes of participatory processes through multiple regression analysis. To create the data for the analysis, first, I transferred the subjective descriptions of dimensions of participatory processes to the general content groups in the previous chapter. Second, through content analysis technique, I transferred the subjective descriptions of respondents on the success of participatory processes and respondents' success definitions to the general content groups in this chapter. Furthermore, during the interviews, I collected the ratings of respondents on success level of participatory process in their own locality. Therefore, in this part of the study I examined the correlations through multiple regression analysis by using both ratings of respondents, perceived content groups and dimensions and pre-defined socio-psychological dimensions and attributes of participatory processes. The following parts of this section present the results of the multiple regression analysis.

### **6.2.1 Results of relationship analyses**

In this section, I examine the relationship between the respondents' evaluation of the success of the case participatory process with the four perceived general content groups, the 13 perceived dimensions, which were obtained and then were categorized into these general content groups in the previous chapter, and with the eight pre-defined socio-psychological dimensions and their pre-defined attributes by applying the multiple regression analysis technique. I conducted two analyses to validate the results.

First, I looked at the significant perceived content groups and then their significant perceived dimensions of participatory processes which were derived from respondents' descriptions that explained the success of participatory processes. Moreover, upon the results of the relationship analyses, I conducted regression analysis for correlated content group and its dimensions to reveal the relationship between the content group and its dimension, which explain the success of participatory process. Second, I looked at the significant pre-defined socio-psychological dimensions and then their significant pre-defined attributes which were derived from respondents' descriptions that explained the success of participatory processes. Furthermore, upon the results of the relationship analyses, I conducted regression analysis

for correlated dimensions and their attributes to reveal the relationship between the dimensions and their attributes which explain the relationship with the success of participatory process. Third, I will present the results of the relationship analysis between the content groups of success definition and the perceived success of participatory processes.

### 6.2.1.1 Results of analysis of relationship between perceived success and four general content groups

To explore the extent to which the issues represented by the content groups and their dimensions affect the perceived success of participatory processes, I conducted a stepwise regression analysis for the overall sample, where the one independent variable making the largest contribution to  $R^2$  is entered into the model first. For the regression model of success, I treated success evaluation as the dependent variable and the general content groups as independent variables. The analyses revealed that among the four content groups, the ‘cultural-contextual’ content group significantly explains the perceived success of participatory processes in the case project process.

**Table 6.5:** Results of Regression Analysis of relationship between success and general content groups for the overall sample.

Variables	R <sup>2</sup>	R <sup>2</sup> change	b	t	p
Cultural-contextual content group (constant)	.116	.116	-.020 6.085	-2.380 10.265	.022 .000
Standard Error = .009 Adjusted R <sup>2</sup> = .096 df1=1; df2=43 For model: F = 5.664, p < .022					

Table 6.5 shows the model of perceived success and general content groups (Adjusted  $R^2 = .116$ ,  $F=5.664$ ,  $p<.022$ ). In the model, one of the four content groups, namely the ‘cultural contextual’ content group ( $p$ 's < 0.022) made significant contribution to explaining the success of the participatory process. When all mentions are considered, the cultural contextual content group explained almost 36.7 % of general content groups. Then, I analyzed the multicollinearity between variables. Table 6.6 shows low to substantial



correlation between the variables of the model ( $r$ 's < 0.58). This indicates that multicollinearity does not constitute a significant problem in this model.

**Table 6.6:** Pearson Correlation for success and general content groups for the overall sample.

	SUCCESS	V1	V2	V3	V4
SUCCESS	1.000	-.188	-.341	-.073	-.262
Interactional (V1)	-.188	1.000	.578	.328	.317
Cultural-Contextual (V2)	-.341	.578	1.000	.339	.488
Procedural (V3)	-.073	.328	.339	1.000	.373
Individual (V4)	-.262	.317	.488	.373	1.000

### 6.2.1.1.1 Results of analysis of relationship between success and cultural-contextual content group' dimensions

To explore the extent to which the 'cultural contextual' content group and their dimensions affect the perceived success of participatory process; I conducted a stepwise regression analysis for the overall sample. For the regression model, I treated the success evaluation of respondents as a dependent variable and the four dimensions of 'cultural-contextual' content group as independent variables. The analysis reveals that the 'social dynamics' dimension significantly explains the perceived success of the case project process.

**Table 6.7:** Results of Regression Analysis of relationship between success and cultural contextual content groups' dimensions for the overall sample.

Variables	R <sup>2</sup>	R <sup>2</sup> change	b	t	p
Social dynamics	.221	.221	-.045	-3.491	.001
(constant)			6.390	12.526	.000
Standard Error = .013					
Adjusted R <sup>2</sup> = .203					
df1=1; df2=43					
For model: F = 12.188, p < .001					

Table 6.7 shows that the model of perceived success and general content groups of participatory processes (Adjusted R<sup>2</sup> = .221, F=12.188, p<.001). In the model, one of the four dimensions of the 'cultural-contextual' content group, namely the 'social dynamics'

dimension ( $p$ 's < 0.001), made significant contribution to explaining the success of the participatory processes. When all mentions are considered, it explained almost 56.7 % of 'cultural contextual' content group dimensions.

**Table 6. 8:** Pearson Correlation for perceived success and cultural-contextual content group' dimensions for the overall sample.

	SUCCESS	V1	V2	V3	V4
SUCCESS	1.000	-.470	-.125	.049	-.057
Social dynamics (V1)	-.470	1.000	.533	.228	.402
Cultural (V2)	-.125	.533	1.000	.148	.471
Contextual (V3)	.049	.228	.148	1.000	-.188
Conflict (V4)	-.057	.402	.471	-.188	1.000

Then, I analyzed the multicollinearity between variables. Table 6.8 shows low to substantial correlation between the variables of the model ( $r$ 's < 0.53). This indicates that multicollinearity does not constitute a significant problem in this model.

#### **6.2.1.1.2 Results of analysis of relationship between cultural-contextual content group and its dimensions**

After analyzing the relationship between success and the content groups and the dimensions of the correlated content group, to examine the relationship between the content groups of participatory processes, which was obtained in the previous chapter, and its dimensions, I conducted multiple regression analysis. To explore the relationships between the 'cultural - contextual' content group, as a correlated content group, and their dimensions, I conducted a stepwise regression analysis for the overall sample. For the regression model, I treated the 'cultural-contextual' content group as the dependent variable and the dimensions of 'cultural- contextual' content group as independent variables.

Table 6.9 shows the model of the 'cultural-contextual' content group and its dimensions (Adjusted  $R^2 = .221$ ,  $F=12.188$ ,  $p<.001$ ). In the model, one of the four dimensions of the 'cultural-contextual' content group, 'social dynamics' ( $p$ 's < 0.001), made significant contribution to explaining the cultural contextual content group. When all mentions are considered, the 'social dynamics' dimension explained almost 56.7 % of the 'cultural-contextual' content group dimensions.

**Table 6. 9:** Results of Regression Analysis of the cultural contextual content group and its dimensions for the overall sample.

Variables	R <sup>2</sup>	R <sup>2</sup> change	b	t	p
Social dynamics	.846	.846	1.000	.	.
Culture	.969	.124	1.000	.	.
Contextual	.985	.016	1.000	.	.
Conflict	1.000	.014	1.000	.	.
(constant)			-4.731E-015	.	.
Standard Error = .000					
Adjusted R <sup>2</sup> = 1.000					
df1=1; df2=40					
For model: F = 0.14, p < 0.001					

Then, I analyzed the multicollinearity between variables. Table 6.10 shows low to substantial correlation between the four variables of the model ( $r$ 's < 0.53), indicating that multicollinearity does not constitute a significant problem in this model.

**Table 6.10:** Pearson Correlation for cultural-contextual content group' dimensions for the overall sample.

	CULTURL CONTEXL	V1	V2	V3	V4
CULTURALCONTEXTUAL	1.000	.920	.788	.343	.535
Social dynamics (V1)	.920	1.000	.533	.228	.402
Cultural (V2)	.788	.533	1.000	.148	.471
Contextual (V3)	.343	.228	.148	1.000	-.188
Conflict (V4)	.535	.402	.471	-.188	1.000

### 6.2.1.1.3 Results of analysis of relationship between success and cultural-contextual content groups in general, positive and negative meanings

To explore the relationships of perceived success of participatory processes and 'cultural-contextual' content group in general, positive and negative terms, I conducted a stepwise regression analysis for the overall sample. For the regression model I treated perceived success as the dependent variable and the 'cultural-contextual' content group in general, positive and negative terms as independent variables. The analyses revealed that the 'cultural- contextual' content group, in all three terms, significantly explained the success of participatory processes in the case project process.

**Table 6. 11:** Results of Regression Analysis of cultural contextual content group and its general, positive and negative mentions for the overall sample.

Variables	R <sup>2</sup>	R <sup>2</sup> change	b	t	p
Cultural Contextual _in negative term	.265 .333	.265 .069	-.045 .056	-3.856 2.887	.000 .006
Cultural Contextual _in positive term	.405	.071	-.052 5.925	-2.213 11.306	.033 .000
Cultural Contextual _in general term (constant)					
Standard Error = .023 Adjusted R <sup>2</sup> = .361 df1=1; df2=41 For model: F = 4.897, p < .033					

Table 6.11 shows the model of success of participatory processes and ‘cultural-contextual’ content group’ in negative, positive and general meanings (Adjusted R<sup>2</sup> = .361, F=4.897, p<.033). In the model, the ‘cultural-contextual’ content groups in all three meanings made significant contribution to explaining the success of the case project process (p’s < 0.033). When all mentions are considered, they explained respectively almost 38%, 29% and 33% of ‘cultural-contextual’ content group.

**Table 6.12:** Pearson Correlation success and cultural contextual groups in general, in positive and in negative meanings.

	SUCCESS	V1	V2	V3	V4
SUCCESS	1.000	-.267	.198	-.064	-.515
Cultural Contextual_in general term (V1)	-.267	1.000	.423	.158	.262
Cultural Contextual_in positive term (V2)	.198	.423	1.000	.209	.121
Cultural Contextual_in negative term (V3)	-.515	.262	.121	1.000	1.000

Then, I analyzed the multicollinearity between variables. Table 6.12 shows low to substantial correlation between the all variables of the model (r’s < 0.42). This shows that multicollinearity does not constitute significant problem in this model.

#### 6.2.1.1.4 Results of analysis of relationship between success and content groups in negative meaning<sup>27</sup>

To explore the relationships of perceived success of participatory processes and four general content groups in negative meaning, I conducted a stepwise regression analysis for the overall sample. For the regression model of perceived success of participatory processes and ‘general content groups in negative meaning’, I treated perceived success as the dependent variable and ‘general content group in negative meaning’ as independent variables. The analyses revealed that among the ‘general content group in negative meaning’, the ‘cultural-contextual content group in negative meaning’ significantly explains the success of participatory processes in the case project process.

**Table 6.13:** Results of Regression Analysis of success and general content groups in negative meaning.

Variables	R <sup>2</sup>	R <sup>2</sup> change	b	t	p
Cultural contextual content group in negative term (constant)	.265	.265	-.048 5.956	-3.936 16.146	.000 .000
Standard Error = .012 Adjusted R <sup>2</sup> = .248 df1=1; df2=43 For model: F = 15.493, p < .000					

**Table 6. 14:** Pearson Correlation success and general content groups in negative meanings.

	SUCCESS	V1	V2	V3	V4
SUCCESS	1.000	-.382	-.515	-.479	-.389
Interactional_in negative term(V1)	-.382	1.000	.608	.509	.434
Cultural -Contextual_in negative term(V2)	-.515	.608	1.000	.505	.414
Procedural_in negative term (V3)	-.479	.509	.505	1.000	.495
Individual_in negative term (V4)	-.389	.434	.414	.495	1.000

Table 6.13 shows the model of success of participatory processes and ‘cultural-contextual content group in negative meaning’ (Adjusted R<sup>2</sup> = .248, F=15.493, p<.000). In the model, content group in negative meaning made significant contribution to explaining the success of

<sup>27</sup> Although there exist other correlations between the success and the positive and general content groups and their dimensions, in this study however, only the analysis which revealed significant results are presented.

the participatory processes ( $p$ 's < 0.000). When all mentions are considered, it explained almost 14 % of the all general content groups and, almost 35.5 % of general content groups in negative meaning. Then, I analyzed the multicollinearity between variables. Table 6.14 shows low to substantial correlation between all variables of the model ( $r$ 's < 0.61). This shows that multicollinearity does not constitute a significant problem in this model.

#### **6.2.1.2 Results of analysis of relationship between success and respondents' ratings on pre-defined socio-psychological dimensions**

To explore the relationships of perceived success of participatory processes and pre-defined socio-psychological dimensions, I conducted a stepwise regression analysis for the overall sample. For the regression model of perceived success of participatory processes and pre-defined socio-psychological dimensions, I treated perceived success as the dependent variable and the pre-defined socio-psychological dimensions as independent variables. The analyses revealed that among all pre-defined participatory planning processes, the communication, persuasion and attribution dimensions significantly explain the success of participatory processes in the case project process.

Table 6.15 shows the model of success of participatory processes and pre-defined socio-psychological dimensions (Adjusted  $R^2 = .582$ ,  $F=8.384$ ,  $p<.006$ ). As a result, three of the pre-defined socio-psychological dimensions, 'communication', 'persuasion' and 'attribution' ( $p$ 's < 0.006) are seen to have made significant contribution to explaining the success of the participatory processes. Then, I analyzed the multicollinearity between variables. Table 6.16 shows low to substantial correlation between the all variables of the model ( $r$ 's < 0.64), meaning that multicollinearity does not constitute a significant problem in this model.

##### **6.2.1.2.1 Results of analysis of relationship between success and communication' attributes**

To explore the relationships of perceived success of participatory processes and pre-defined 'communication' attributes, I conducted a stepwise regression analysis for the overall sample. For the regression model of perceived success of participatory processes and pre-defined 'communication' attributes, I treated perceived success as the dependent variable and pre-defined 'communication' attributes as independent variables. The analyses revealed that among pre-defined 'communication' attributes, 'continuity of communication' significantly explains the success of participatory processes in case project process.

**Table 6.15:** Results of Regression Analysis of success of participatory processes and the pre-defined socio-psychological dimensions for the overall sample.

Variables	R <sup>2</sup>	R <sup>2</sup> change	b	t	p
Communication	.445	.445	.496	3.824	.000
Persuasion	.531	.085	.324	3.131	.003
Attribution	.610	.080	-.272	-2.896	.006
(constant)			1.963	2.246	.030
Standard Error = .094					
Adjusted R <sup>2</sup> = .582					
df1=1; df2=41					
For model: F = 8.384, p < .006					

**Table 6.16:** Pearson Correlation for pre-defined socio-psychological dimensions and success for the overall sample.

	SUCCESS	V1	V2	V3	V4	V5	V6	V7	V8	V9
SUCCESS	1.000	.667	-.410	.499	-.444	.559	.556	.258	-.229	.033
Communication (V1)	.667	1.000	-.344	.372	-.279	.447	.579	.171	-.259	.247
Power (V2)	-.410	-.344	1.000	-.220	.254	-.478	-.291	.011	.554	.247
Relationships (V3)	.499	.372	-.220	1.000	-.253	.641	.605	.323	-.184	.214
Attribution (V4)	-.444	-.279	.254	-.253	1.000	-.084	-.057	-.194	.127	.012
Persuasion (V5)	.559	.447	-.478	.641	-.084	1.000	.579	.350	-.426	.245
Social Dynamics _positive (V6)	.556	.579	-.291	.605	-.057	.579	1.000	.358	-.090	.335
Social dynamics _negative (V7)	.258	.171	.011	.323	-.194	.350	.358	1.000	.325	.563
Conflict (V8)	-.229	-.259	.554	-.184	.127	-.426	-.090	.325	1.000	.163
Culture (V9)	.033	.247	.247	.214	.012	.245	.335	.563	.163	1.000



Table 6.17 shows the model of success of participatory processes and pre-defined ‘communication’ attributes (Adjusted  $R^2 = .341$ ,  $F=23.744$ ,  $p<.000$ ). In the model, a pre-defined attribute of ‘communication’, ‘continuity of communication’ ( $p$ 's  $< 0.000$ ) made significant contribution to explaining the success of the participatory processes.

**Table 6. 17:** Results of Regression Analysis of success and pre-defined communication’ attributes for the overall sample.

Variables	R <sup>2</sup>	R <sup>2</sup> change	b	T	p
Continuity of communication (constant)	.356	.356	.561 2.357	4.873 4.338	.000 .000
Standard Error = .115 Adjusted R <sup>2</sup> = .341 df1=1; df2=43 For model: F = 23.744, p < .000					

Then, I analyzed the multicollinearity between variables. Table 6.18 shows low to substantial correlation between the all variables of the model ( $r$ 's  $< 0.51$ ). This shows that multicollinearity does not constitute significant problem in this model.

**Table 6.18:** Pearson Correlation success and communication’ attributes as pre-defined socio-psychological attributes for the overall sample.

	SUCCESS	V1	V2	V3	V4
SUCCESS	1.000	.596	.320	.408	-.211
Continuity of communication (V1)	.596	1.000	.199	.509	-.223
Emotional (V2)	.320	.199	1.000	-.057	-.314
Rational (V3)	.408	.509	-.057	1.000	-.214
Body language (V4)	-.211	-.223	-.314	-.214	1.000

#### 6.2.1.2.2 Results of analysis of relationship between communication dimension and communication’ attributes

To explore the relationships of ‘communication’ dimension and pre-defined ‘communication’ attributes, I conducted a stepwise regression analysis for the overall sample. For the regression model of ‘communication’ dimension and pre-defined

'communication' attributes, I treated perceived 'communication' dimension as the dependent variable and pre-defined communication' attributes as independent variables. The analyses revealed that among pre-defined 'communication' attributes, 'continuity of communication' significantly explains the communication dimension in the case project process. Table 6.19 shows the model of 'communication' dimension and 'communication' attributes (Adjusted  $R^2 = .237$ ,  $F=13.373$ ,  $p<.001$ ). In the model, one of the 'communication' attribute, 'continuity of communication' ( $p's < 0.001$ ) made significant contribution to explaining 'communication' dimension of the case project process.

**Table 6. 19:** Results of Regression Analysis of success and pre-defined communication' attributes for the overall sample.

Variables	R <sup>2</sup>	R <sup>2</sup> change	b	T	p
Continuity of communication (constant)	.237	.237	.400 3.303	3.657 6.404	.001 .000
Standard Error = .109 Adjusted R <sup>2</sup> = .219 df1=1; df2=43 For model: F = 13,373 p < .001					

Then, I analyzed the multicollinearity between variables. Table 6.20 shows low to substantial correlation between the all variables of the model ( $r's < 0.51$ ). This shows that multicollinearity does not constitute significant problem in this model.

**Table 6. 20:** Pearson Correlation communication and communication' attributes as pre-defined socio-psychological attributes for the overall sample.

	COMMUNICATION	V1	V2	V3	V4
COMMUNICATION	1.000	.487	.337	.353	-.170
Continuityof communication(V1)	.487	1.000	.199	.509	-.223
Emotional (V2)	.337	.199	1.000	-.057	-.314
Rational (V3)	.353	.509	-.057	1.000	-.214
Body language (V4)	-.170	-.223	-.314	-.214	1.000

### 6.2.1.2.3 Results of analysis of relationship between success and attribution' attributes

To explore the relationships of perceived success of participatory processes and pre-defined 'attribution' attributes, I conducted a stepwise regression analysis for the overall sample. For the regression model of perceived success of participatory processes and pre-defined 'attribution' attributes, I treated perceived success as the dependent variable and pre-defined 'attribution' attributes as independent variables. The analyses revealed that among pre-defined 'attribution' attributes, 'consistency' and 'consistency' effect to individual and group' significantly explains the success of participatory processes in the case project process.

**Table 6. 21:** Results of Regression Analysis of success and pre-defined attribution' attributes for the overall sample.

Variables	R <sup>2</sup>	R <sup>2</sup> change	b	t	p
Consistency	.430	.430	.600	5.618	.000
Consistency' effects	.486	.056	.229	2.133	.039
(constant)			1.004	1.444	.156
Standard Error = .108 Adjusted R <sup>2</sup> = .461 df1=1; df2=42 For model: F = 4.849, p < .039					

Table 6.21 shows the model of success of participatory processes and pre-defined 'attribution' attributes (Adjusted R<sup>2</sup> = .461, F=4.549, p<.039). In the model, two of the 'attribution' attributes, 'consistency' and 'consistency' effects' made significant contribution to explaining the success of the participatory processes (*p*'s < 0.039). Then, I analyzed the multicollinearity between variables. Table 6.22 shows low to substantial correlation between the all variables of the model (*r*'s < 0.43). This shows that multicollinearity does not constitute significant problem in this model.

**Table 6. 22:** Pearson Correlation success and attribution' attributes as pre-defined socio-psychological attributes.

	SUCCESS	V1	V2	V3	V4
SUCCESS	1.000	-.096	.169	.656	.315
External attribution (V1)	-.096	1.000	-.428	-.068	-.130
Internal attribution (V2)	.169	-.428	1.000	.176	.006
Consistency (V3)	.656	-.068	.176	1.000	.123
Consistency effect (V4)	.315	-.130	.006	.123	1.000

#### 6.2.1.2.4 Results of analysis of relationship between attribution and attribution' attributes

To explore the relationships of attribution dimension and pre-defined 'attribution' attributes, I conducted a stepwise regression analysis for the overall sample. For the regression model of 'attribution' dimension and pre-defined 'attribution' attributes, I treated perceived 'attribution' dimension as the dependent variable and pre-defined 'attribution' attributes as independent variables. The analyses revealed that among pre-defined 'attribution' attributes, 'consistency', 'external attribution' and 'internal attribution' significantly explain the 'attribution' dimension in the case project process.

**Table 6. 23:** Results of Regression Analysis of success and pre-defined communication' attributes for the overall sample.

Variables	R <sup>2</sup>	R <sup>2</sup> change	B	t	P
Consistency	.104	.104	-.367	-.354	.012
External attribution	.191	.087	.425	.443	.004
Internal attribution	.289	.098	.375	.351	.022
(constant)			2.902	2.349	.024
Standard Error = .158 Adjusted R <sup>2</sup> = .237 df1=1; df2=41 For model: F = 5.633 p < .022					

Table 6.23 shows the model of 'attribution' dimension and 'attribution' attributes (Adjusted R<sup>2</sup> = .289, F=5.633, p<.022). In the model, three of the 'attribution' attributes made significant contribution to explaining 'attribution' dimension of the participatory processes. These attribution attributes are 'consistency', 'external attribution' and 'internal attribution' (p's < 0.022).

Then, I analyzed the multicollinearity between variables. Table 6.24 shows low to substantial correlation between the all variables of the model (r's < 0.43). This shows that multicollinearity does not constitute a significant problem in this model.

**Table 6.24:** Pearson Correlation attribution and attribution' attributes as pre-defined socio-psychological attributes.

	ATTRIBUTION	V1	V2	V3	V4
ATTRIBUTION	1.000	.317	.099	-.322	-.022
External attribution (V1)	.317	1.000	-.428	-.068	-.130
Internal attribution (V2)	.099	-.428	1.000	.176	.006
Consistency (V3)	-.322	-.068	.176	1.000	.123
Consistency effect (V4)	-.022	-.130	.006	.123	1.000

#### 6.2.1.2.5 Results of analysis of relationship between success and persuasion' attributes

To explore the relationships of perceived success of participatory processes and pre-defined 'persuasion' attributes, I conducted a stepwise regression analysis for the overall sample. For the regression model of perceived success of participatory processes and pre-defined 'persuasion' attributes, I treated perceived success as the dependent variable and pre-defined 'persuasion' attributes as independent variables. The analyses revealed that among pre-defined 'persuasion' attributes, 'peripheral way to persuasion' significantly explains the success of participatory processes in the case project process. Table 6.25 shows the model of success of participatory processes and pre-defined 'persuasion' attributes (Adjusted  $R^2 = .433$ ,  $F=34.621$ ,  $p<.000$ ). In the model, one of the 'persuasion' attributes, 'peripheral way to persuasion' ( $p's < 0.000$ ) made significant contribution to explaining the success of the participatory processes.

**Table 6. 25:** Results of Regression Analysis of success and pre-defined persuasion' attributes for the overall sample.

Variables	R <sup>2</sup>	R <sup>2</sup> change	b	t	P
Peripheral way to persuasion	.446	.446	-.655	-5.884	.000
(constant)			6.880	17.066	.000
Standard Error =.111					
Adjusted R <sup>2</sup> = .433					
df1=1; df2=43					
For model: F = 34.621, p < .000					

Then, I analyzed the multicollinearity between variables. Table 6.26 shows low to substantial correlation between the all variables of the model ( $r's < 0.51$ ). This shows that multicollinearity does not constitute significant problem in this model.

**Table 6.26:** Pearson Correlation success and persuasion' attributes as pre-defined socio-psychological attributes for the overall sample.

	SUCCESS	V1	V2
SUCCESS	1.000	-.668	.487
Peripheral way to persuasion (V1)	-.668	1.000	-.509
Central way to persuasion (V2)	.487	-.509	1.000

#### 6.2.1.2.6 Results of analysis of relationship between persuasion and persuasion' attributes

To explore the relationships of persuasion dimension and pre-defined 'persuasion' attributes, I conducted a stepwise regression analysis for the overall sample. For the regression model of 'persuasion' dimension and pre-defined 'persuasion' attributes, I treated perceived 'persuasion' dimension as the dependent variable and pre-defined 'persuasion' attributes as independent variables. The analyses revealed that among pre-defined 'persuasion' attributes, 'central way to persuasion' significantly explain the 'persuasion' dimension in the case project process.

**Table 6.27:** Results of Regression Analysis of persuasion dimension and pre-defined persuasion' attributes for the overall sample.

Variables	R <sup>2</sup>	R <sup>2</sup> change	B	t	p
Central way to persuasion	.317	.317	.567	4.472	.000
(constant)			2.398	3.783	.000
Standard Error = .127					
Adjusted R <sup>2</sup> = .302					
df1=1; df2=43					
For model: F = 19.997 p < .000					

Table 6.27 shows the model of 'persuasion' dimension and its attributes (Adjusted R<sup>2</sup> = .317, F=19.997, p<.000). In the model, one of the 'persuasion' attributes, 'central way to persuasion' (p's < 0.000), made significant contribution to explaining the attribution dimension of the participatory processes. Then, I analyzed the multicollinearity between variables. Table 6.28 shows low to substantial correlation between the all variables of the model (r's < 0.51). This shows that multicollinearity does not constitute a significant problem in this model.

**Table 6. 28:** Pearson Correlation persuasion and persuasion’ attributes as pre-defined socio-psychological attributes for the overall sample.

	PERSUASION	V1	V2
PERSUASION	1.000	-.420	.563
Peripheral way to persuasion (V1)	-.420	1.000	-.509
Central way to persuasion (V2)	.563	-.509	1.000

### 6.2.1.3 Results of analysis of relationship between success definition content groups’ and success of participatory processes

To explore the relationships of perceived success of participatory processes and pre-defined ‘attribution’ attributes, I conducted a stepwise regression analysis for the overall sample. For the regression model of perceived success of participatory processes and success definitions’ attributes, I treated perceived success as the dependent variable and success definitions’ attributes as independent variables. The analyses revealed that among success definitions’ attributes, ‘procedural’ and ‘interactional’ content groups significantly explains the success of participatory processes in four studied case areas.

**Table 6.29:** Results of Regression Analysis of success and pre-defined attribution’ attributes for the overall sample.

Variables	R <sup>2</sup>	R <sup>2</sup> change	b	t	p
Procedural	.238	.238	-.167	-3.383	.002
Interactional	.308	.071	-.288	-2.075	.044
(constant)			5.533	19.969	.000
Standard Error = .139					
Adjusted R <sup>2</sup> = .276					
df1=1; df2=42					
For model: F = 4.304, p < .044					

Table 6.29 shows the model of success of participatory processes and the attributes associated with success definitions’ attributes (Adjusted R<sup>2</sup> = .276, F=4.304, p<.044). In the model, two of the content groups, ‘procedural’ and ‘interactional’ content groups made significant contribution to explaining the success of the participatory processes (p’s < 0.044). When all mentions are considered, this explained respectively 43.3 % and 9.8 % percent of success’ definition content groups.



Then, I analyzed the multicollinearity between variables. Table 6.30 shows moderate to substantial correlation between two variables of the model ( $r^2 < 0.17$ ). This shows that multicollinearity does not constitute a significant problem in this model.

**Table 6.30:** Pearson Correlation success definition content groups and success of case project process for the overall sample.

	SUCCESS DEFINITION	V1	V2	V3	V4	V5
SUCCESS DEFINITION	1.000	-.487	.159	-.221	-.346	-.351
Procedural (V1)	-.487	1.000	-.019	.140	.173	.355
Process Outcomes (V2)	.159	-.019	1.000	.016	-.135	.109
Individual (V3)	-.221	.140	.016	1.000	.496	.117
Interactional (V4)	-.346	.173	-.135	.496	1.000	.000
Cultural-Contextual (V5)	-.351	.355	.109	.117	.000	1.000

In this part, I presented the results of the multiple regression analyses which revealed significant relationships between the dimensions and attributes of the case project process and the perceived success of the process. In the following parts, first, I summarize the results of the analyses and second, I present the findings of this chapter.

### 6.3 Findings and Reflections on the Findings of the Relationships Analyses

In this part of the study, I will present the findings of the content analysis and the multiple regression analyses which were presented in this chapter, and I make reflections on them. Therefore, after general explanations, I will introduce the findings of content analyses for both respondents' perceptions on success definition and evaluation. The content analyses findings will be introduced both for the case project process and for each case participatory process. Second, I will present the findings of the multiple regression analyses both for the perceived dimensions and pre-defined socio-psychological dimensions and attributes of participatory processes. Parallel to presenting the findings, I will make reflections on their relation to those in the participation literature.

The second question of the present study examined the relationships between the perceived and pre-defined dimensions of case project process and its perceived success. To do this, first, I needed to explore the perceived attributes and dimensions of success definition of

respondents and their success evaluation on their own participatory processes in the case of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project. Since, although in the literature there are different success definitions and a common habit is to use standard success criteria to evaluate the success of participatory processes, this study argued (in the second section of chapter 2), that participants of each participatory processes could define success and so evaluate their participatory processes in different ways. Moreover, in addition to identifying the respondents’ evaluation of the success of their participatory processes, I wished to explore the context dependency and uniqueness of each. Based on these theoretical arguments, the findings of the empirical study and reflections on them will be presented in this part.

First, this research showed that the participants of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project process from Gazi, Kaymaklı, Odunpazarı and Seyrek defined the success of a participatory process depends on ‘procedural’ content group as seen in almost half of the total sample (43.3%), content groups in terms of ‘outcomes’ accounted for almost one fourth of the total sample (22.3%), followed by ‘individual’ (15.2%), ‘interactional’ (9.8%) and ‘cultural-contextual’ (9.5%) content groups (Table 6.1). However, looking to the success definition of each participant groups show differences.

In the literature success is defined mainly based on the conceptualization of participatory practices as an end itself, or as a means to an end. While participation is conceptualized as a means to an end itself, success was defined according to the products of process, mostly on the outputs as plans and/or policies. In this way participation is generally conceptualized as an end itself and success is defined to depend on the process, as discussed in the second section of chapter 2. However, the present study theoretically argued that participatory practices should be evaluated both in terms of process and the products arising such as outputs, social and spatial outcomes.

Parallel to theoretical arguments, the findings of the content analysis on the success definition of participatory processes revealed that the respondents define success of participatory processes mainly based on ‘procedural’ attributes and ‘outcomes’, in total almost two thirds of all mentions in the interviews. However, in addition to ‘procedural’ and ‘outcomes’ attributes, when defining success of participatory processes they refers to ‘individual’, ‘interactional’ and ‘cultural-contextual’ content groups, almost one third of the total mentions. Therefore, before discussing the findings of relationship analyses, the

findings of content analyses revealed a strong relation between the perception of success and the psychological and socio-psychological dimensions of participatory process. However, as it was argued in the present study theoretically, each respondents group defined success in different ways, which reveals the need to evaluate each participatory process separately.

The results of content analysis for each participant group shows that each defined success mostly with the 'procedural' content group (Table 6.2); Odunpazarı (37.5%), Seyrek (44.8%), Kaymaklı (45.5%) and Gazi (47%). However, while the 'outcomes' content group is the second most cited in the Odunpazarı (26%), Seyrek (44.8%) and Kaymaklı (33.2%) processes, it is the least cited in the case of Gazi (3%). In the case of Gazi the other three content groups including 'individual', 'interactional' and 'cultural-contextual' were almost equally mentioned. Parallel to Gazi, in Kaymaklı the other three content groups including 'individual', 'interactional' and 'cultural-contextual' were cited almost equally. In the case of Odunpazarı, 'individual' is the third most cited content group, while in Seyrek the 'individual' content group was not cited and instead the 'interactional' and 'cultural-contextual' content group were cited equally.

The finding of the content analysis revealed that while the 'procedural' content group is the most cited in each respondent group, the 'outcomes', 'individual', 'interactional' and 'cultural-contextual' content groups were mentioned by each participant groups in different levels when defining the success of participatory processes. It supports the ideas that psychological and socio-psychological dimensions affected success and as each respondent group evaluates success in a different way there could not be any standard success definition for the participatory processes. Based on these findings, it is revealed that each participatory process should be evaluated in their own context, and this argument is also supported by the findings of the content analyses on the evaluation of the participatory processes.

Second, the empirical study of the present study revealed that the participants of the 'Local Government and NGO Cooperation in Participatory Democracy' project considered that the success of the case project process depends on 'procedural' (28.6%), 'outcomes' (27.7%), 'individual' (18.7%), 'interactional' (16.1%) and 'cultural-contextual' (8.9%) dimensions. These five dimensions included 20 attributes, which were used to evaluate the success of participatory process (Table 6.3). However, the results also showed there were differences in participants' subjective descriptions to define success of a participatory process and to evaluate their participatory processes.

In the literature success of participatory processes tends to be evaluated with the standard success criteria of theoreticians and practitioners who conceptualize the participatory practices in different ways including as an end itself and as a means to an end. However, while one group, which conceptualized participatory practices as a means to an end, focuses on the products of the process, another group conceptualizes participatory practices as an end itself and focuses on the participatory process itself to evaluate the success of participatory processes and developed success criteria accordingly, which was discussed in the second section of chapter 2. However, the present study theoretically argued that participatory practices and participatory processes must not be evaluated with standard success criteria due to the context dependency and uniqueness of each participatory process.

Supporting this theoretical argument of this study, the results of content analysis for each case participatory processes show that each of the four respondents groups evaluated success with different content groups (Table 6.4). While respondents from Odunpazarı mostly cited 'individual' content group, respondents from Seyrek and Kaymaklı mostly cited 'process outcomes' content group, and the respondents from Gazi mostly cited 'procedural' content to evaluate the success of their own processes. Moreover, while the second-most cited content group was 'procedural' for the respondents from Odunpazarı, Seyrek and Kaymaklı to evaluate the success of their processes, respondents from Gazi cited 'interactional' content group.

The finding of the content analysis revealed that to evaluate the success of their own participatory processes, each respondent group mentioned the five content groups in different levels. However, while respondents from Seyrek did not mention attributes from the 'individual' content group, respondents from Gazi did not cite the attributes of 'process outcomes'. The findings of the content analyses for the evaluation of success support the ideas that psychological and socio-psychological dimensions affected the perceived success and each respondent group evaluated their success in different ways. Hence, no standard success criteria emerged to evaluate the success of these participatory processes, as each group was seen to evaluate success in a different way. These findings provide empirical evidence that for effective evaluation purposes, the unique context of each participatory process must be accounted for.

Parallel to theoretical arguments, the findings of the content analysis on the success evaluation of respondents on their own participatory processes revealed that they define

success of participatory processes mainly based on ‘procedural’ attributes and ‘outcomes’ in total almost half of all mentions. However, in addition to ‘procedural’ and ‘outcomes’ attributes, when defining success of participatory processes they also refer to ‘individual’ ‘cultural-contextual’ and ‘interactional’ content groups, in total almost half of total mentions. Therefore, before discussing the findings of the relationship analyses, the findings of content analyses revealed the relation between the success and the psychological and socio-psychological dimensions of participatory processes. However, as it was argued in the present study theoretically, each participatory process’s respondents evaluated success in different ways, which reveals the need of evaluating each participatory process separately not using the standard success criteria.

Moreover, comparison of the finding of content analysis on success definition and success evaluation reveals that while, when defining success, respondents cited psychological and socio-psychological attributes (almost one third of the total); when evaluating success they mentioned psychological and socio-psychological attributes at a higher level (almost one half of total mentions). This finding shows that even if respondents refer to the effects of the psychological and socio-psychological dimensions on the participatory processes when they are defining the success of participatory processes, the actual affects of these dimensions on the participatory processes are more than what they initially considered. Comparison of the total sample in terms of their mentions per person for success definition (Table 6.2) and success evaluation (Table 6.4) respectively, reveals that ‘procedural’ (3.59-2.28); ‘process outcomes’ (1.51-1.71); ‘individual’ (1.29-1.43); ‘cultural-contextual’ (0.92-1.16) and ‘interactional’ (0.92-0.77) factors were considered differently. It shows that although respondents show tendency to define and evaluate the success of participatory process mainly based on ‘process’ and ‘outcomes’ attributes, they choose to evaluate participatory processes with reference to psychological and socio-psychological attributes more so than when they refer to their abstract definition of success. In other words, participants were less aware of the effects of socio-psychological dimensions on participatory processes, yet felt it necessary to refer to them when evaluating the success of an actual process they had participated in. This tendency reveals a relationship between the socio-psychological dimensions and the success of participatory processes. Therefore, socio-psychological dimensions should also be considered when evaluating the success of participatory process.

Within the context of the present study, the literature was reviewed to see how the success of participatory processes was evaluated. As shown in Table 2.7, the most common criteria for

evaluation of the success of participatory processes can be categorized into 8 groups including 'the end product', 'coordination/planning of the process', 'about process', 'about participation to process in general', 'knowledge to be used and generated', 'about enabling mechanism', 'coordinators' skills', and 'socio-psychological dynamics'. However, the present study argued that each participatory process is unique and so they could not be fully evaluated by the standard success criteria alone, as discussed in the second part of the chapter 2. Therefore, within the context of the present research, I asked the interviewees for their own success definitions and their own evaluation of their participatory processes. As a result, the present study revealed that participants defined success depending on the attributes within the 'procedural', 'process outcomes', 'individual', 'interactional', and 'cultural-contextual' dimensions. In addition to their definitions of success, participants considered that proper evaluation of the success of their participatory processes depended on the 'procedural', 'outcomes', 'individual', 'interactional' and 'cultural-contextual' dimensions. While in the literature the attributes of socio-psychological dimensions are referred to when evaluating the success of participatory processes, this study revealed that when evaluating their participatory processes, respondents cited psychological and socio-psychological dimensions in almost half of their total mentions of factors. Therefore, although there are some references in the participation literature to socio-psychological dimensions, the empirical aspect of this research shows that socio-psychological dimensions and their effects on the success of participatory processes need to be explored and examined within a wider framework than can be determined and provided by the present study alone. After discussing the findings of the content analyses related to attributes of the respondents' definition and evaluation on the success of participatory processes, in the following part, I will present the findings of the relationships analyses.

In the second section of this chapter, I show that by using both the results of content analysis and respondents' ratings, I was able to conduct multiple regression analyses to examine the relationships between perceived success and the dimensions and attributes of the case project process. The multiple regression analyses, which gave significant results are categorized into two groups, first, the relationships analyses of success with the perceived dimensions of participatory processes and, second, the relationships analyses with the pre-defined socio-psychological dimensions. In this part, I will present the findings of the relationship analyses in two groups and make reflections on them.

First, I will present and discuss the results of the relationship analyses by using the perceived dimensions of participatory processes (Table 6.31). The relationship analysis to examine the relationships between success and success definition of respondents revealed the substantial correlation between ‘procedural’ and ‘interactional’ content groups, which means that respondents’ success evaluation is explained by the ‘procedural’ and ‘interactional’ content groups among the content groups of success definition.

**Table 6.31:** Results of the multiple regressions analysis on success and perceived dimensions and general content groups of participatory practices.

<b>The Result of the Multiple Regression Analyses</b>	
<b>Independent variables</b>	<b>Significant results</b>
<b>Relationships between success and success definition’ content groups</b>	
Procedural content group Process outcomes content group Interactional content group Cultural-contextual content group Individual content group	Procedural content group,  Interactional content group,
<b>Relationships between success and general content groups and dimensions</b>	
Interactional content group Cultural-contextual content group Procedural content group Individual content group	Cultural-contextual
Cultural-contextual content group in general, positive and negative meanings	Cultural-contextual content group in general meaning Cultural-contextual content group in positive meaning, Cultural-contextual content group in negative meaning
Content groups in negative meaning	Negative cultural-contextual content group
Cultural-contextual content group	Social dynamics’ dimension

On the other hand, the analyses to examine the relationships between the success and perceived content groups and dimensions reveal the substantial correlation between ‘cultural-contextual’ content group and success of the case project process. Moreover, analysis to explain the relation between success and the ‘cultural-contextual’ content group found that it is significantly supported by mentions in general, positive and negative terms to describe the success of the case project process. This finding means that the ‘cultural-contextual’ content group was both considered important and to have enhancing and hindering effects on the success of the case participatory process. In addition, analysis of only the negative mentions of four content groups affirms the significant relationships between success and the ‘cultural-contextual’ content group, in other words, the hindering



effects of this group. Furthermore, the analysis explains the relationships between success and ‘cultural-contextual’ content group’ dimensions display the substantial correlation between the ‘social dynamics’ dimension and success of the case project process. In other words, among the dimensions of the ‘cultural-contextual’ content group, the ‘social dynamics’ dimension is substantially used to explain the success of the project process. The relationship analysis between success and the perceived content groups and dimensions of participatory processes revealed a correlation between the four general content groups and the ‘cultural-contextual’, which include the socio-psychological dimensions of ‘social dynamics’, ‘culture’, ‘contextual’ and ‘conflict’; and among these four dimensions ‘social dynamics’ has substantial correlation with the success of the case participatory process.

Second, I will present and discuss the results of the relationship analyses by using the pre-defined socio-psychological dimensions and attributes of participatory processes (Table 6.32).

**Table 6. 32:** Results of multiple regression analysis on perceived success and pre-defined socio-psychological dimensions and attributes of participatory processes.

<b>The Result of the Multiple Regression Analyses</b>	
<b>Independent variables</b>	<b>Significant results</b>
<b>Relationships between pre-defined socio-psychological dimensions &amp; attributes and success of participatory processes</b>	
Communication, Attribution, Relationships, Persuasion, Power, Positive social dynamics, Negative social dynamics, Conflict, Culture	Communication, Attribution, Persuasion,
Communication’ attributes	Continuity of communication
Attribution’ attributes	Consistency, External attribution, Internal attribution
Persuasion’ attributes	Central way to persuasion,
<b>Relationships between pre-defined socio- psychological dimensions and their own attributes</b>	
Communication	Continuity of communication
Attribution	Consistency, External attribution, Internal attribution,
Persuasion	Central way to persuasion

In this way I could examine the relationships between success and the pre-defined socio-psychological dimensions. This relationship analysis revealed the substantial correlation between 'communication', 'attribution' and 'persuasion' dimensions and success of participatory processes. Moreover, relationship analyses to examine the attributes of the correlated dimensions including 'communication', 'attribution' and 'persuasion' and perceived success, reveals the substantial correlation between 'continuity of communication', 'consistency', 'external attribution' and 'internal attribution', and 'central way to persuasion' attributes of dimensions of the 'interactional' content group and success of the case project process. Furthermore, to affirm the findings of the relationship analyses, examining the relationship between the perceived correlated dimensions with their attributes shows the same results with the relationship analyses between the success and correlated dimensions' attributes (Table 6.32).

In sum, among the pre-defined socio-psychological dimensions, 'communication', 'attribution' and 'persuasion', and among these three dimensions' attributes 'continuity of communication'; 'consistency', 'external attribution', 'internal attribution'; and 'central way to persuasion' significantly explain the success of case project process.

Examining the findings of the relationship analyses, the correlation between dimensions of the 'interactional' level including 'communication', 'attribution' and 'persuasion', and the success of the case project process affirmed the arguments of the communicative rationality and participatory processes based on communicative rationality, since communicative rationality pays attention to communication. Habermas (1984) argues that individuals communicate with others because he/she wish others to understand what he/she says and share their understanding. The aim of communications is mutual understanding, and the successful end of communication will be intersubjectively shared agreement or consensus.

Being developed based on Habermas' communicative rationality; the theoretical discussions of the present study were also affirmed by the findings of the relationship analyses. Hence the present study argues that every participatory process, which builds consensus as the precondition of realization of participatory process, will be successful. Moreover, the success of a participatory process should be evaluated in its own context, it being impractical to apply standard criteria to understand the attainments or otherwise of even seemingly common processes undertaken in different settings. This argument was developed and based on the context-dependency that is the basic assumption of participatory planning build on communicative rationality. Within the empirical part of the present study, 'persuasion' was

questioned with its ways, which refers to the way it is used for reaching consensus. In defining the deliberate attempt of people to change the attitudes of others, two ways of persuasion were discussed in the present study. Moreover, 'attribution' is the third socio-psychological dimension correlated with the success of the participatory processes and focuses on how people draw inferences from one another's behavior during their interactions. Therefore, 'attribution' is related to almost all of the socio-psychological dimensions. Furthermore, 'attribution' theory explains the individual behavior in three groups including consistency, consensus and distinctiveness.

In sum, the findings which reveal three key socio-psychological dimensions, 'communication', 'attribution' and 'persuasion', as significantly correlated with the pre-defined socio-psychological dimensions of the success of the participatory processes, affirm the theoretical discussion of the present study on the success of participatory planning based on Habermas' communicative rationality. Yet, while 'communication' is the main concept on which communicative rationality is built on, 'persuasion' and 'attribution' are the two other socio-psychological dimensions referred to as being necessary for consensus building and the way of consensus building.

In addition, when comparing the findings of relationship analyses of the success with the perceived and pre-defined dimensions, we see that although the analyses of the relationship of success with the perceived dimensions, which were determined based on the subjective description of respondents and showed the significant relationship with the 'cultural-contextual' content group and its 'social dynamics' dimension; analyses of the relationship of success with the pre-defined socio-psychological dimensions, which were rated by respondents, displayed a significant relationship with the 'communication', 'attribution' and 'persuasion' dimensions, which are the socio-psychological dimension at interactional level. Examining the total findings reveals that socio-psychological dimensions are the most correlated dimensions with the success of case project process among the 'individual', 'interactional', 'cultural-contextual' and 'procedural' content groups. Both of the analyses showed the significant relations between success and the socio-psychological dimensions, first 'cultural-contextual' content group and mostly its 'social dynamics' dimension; and second, 'communication', 'attribution' and 'persuasion' dimensions. However, when examining the findings in terms of their differences, we see that although the success of project process was affected by 'cultural-contextual' content group and mostly its 'social dynamics' dimension; respondents' were more aware of the effects of the socio-

psychological dimensions at interactional level including ‘communication’, ‘persuasion’ and ‘attribution’. This means that the effects of the ‘cultural-contextual’ content group, especially the ‘social dynamics’ dimension, are more than their perceived effects on the case participatory process and its success depend on their own success definition and evaluation. In conclusion, this chapter first explored the success evaluation and success definition content groups through content analysis techniques from the subjective descriptions of respondents. Both the general content groups of success evaluation and success definition are categorized into five groups as ‘interactional’, ‘cultural-contextual’, ‘individual’, ‘procedural’ and ‘process outcomes’. After exploring the content groups and labeling them, this chapter, examined through multiple regression analysis the relationship of success of the case project process with the success definitions of respondents, with perceived general content groups, with perceived dimensions, with pre-defined socio-psychological dimensions and their attributes. In the present study, the findings of the multiple regression analysis uncovered important results, however the analyses was conducted for the overall sample in this chapter. In the following chapter, to reveal the varying dimensions of contextually different participatory process and their effects on these processes, I examine differences the dimensions of the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek and their effects on these contextually different participatory processes.

## CHAPTER 7

### **ANALYTICAL PROCEDURES AND RESULTS OF THE COMPARISONS OF THE DIMENSIONS OF CONTEXTUALLY DIFFERENT PARTICIPATORY PROCESSES**

So far I have explored the perceived attributes and dimensions with their enhancing and hindering effects on participatory processes, classified them into general contents groups, and examined the relationships between the perceived dimensions and success of the case project process. I have explored the perceived and pre-defined dimensions that explain the success of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project process. These analyses displayed the result of the first research question for each case process and the result of the second research question for the overall sample. Recall that the participants in the case participatory processes, and who were subsequently interviewed as part of the present study, live in the four different contexts of Gazi, Kaymaklı, Odunpazarı and Seyrek, in Turkey, where the processes were conducted.

This chapter examines differences in the dimensions of participatory processes and their effects on the contextually different participatory processes. To study the differences in the contextually different participatory processes simultaneously, in terms of four general content groups comprised of 13 perceived dimensions and 90 attributes, and eight pre-defined socio-psychological dimensions and their attributes, I conducted a discriminant analyses. This related each dimension variable to several discriminating variables and produced a linear combination of the set of discriminating dimensions as variables, which would maximally differentiate the participatory processes in the different contexts in question. Then, I supported the results displayed in the discriminant analysis with statistics, which explained the differences between the dimensions of contextually different participatory practices in terms of the perceived attributes and dimensions, and evaluations for pre-defined socio-psychological attributes and dimensions. In this chapter, I present the

analytical procedures and results in varying dimensions and their effects' on the contextually different participatory processes.

In the following parts, I present the discriminant analyses with their results, which could be categorized in two groups based on the data used in these analyses. First, I present, discriminant analyses which were conducted by using the results of content analyses, which was presented in chapter 5, as independent variables. These analyses revealed that, across the four general contents groups, the 'individual' and 'procedural' content groups were the most influential variables to explain the difference between contextually different participatory processes. Within the 'individual' content group 'personal' dimension, and in the 'procedural' content group 'organizational' dimension, were found to be influential. Thus, in line with the aim of study, I show through discriminant analysis how the dimensions of participatory processes affect the processes. I found that for the contents groups mentioned in general meaning, 'individual' and 'interactional' content groups were the most influential, while those in negative meaning, which therefore are seen to hinder the processes, have 'procedural' and 'individual' attributes.

Second, I introduce the conducted discriminant analyses based on respondents' ratings of the validity of pre-defined socio-psychological dimensions and attributes of participatory processes, Here, 'communication' and 'positive social dynamics' appeared as the most influential dimensions to explain the difference between contextually different participatory processes. By analyzing the three most influential socio-psychological dimensions, the discriminant analysis of 'communication' attributes revealed 'continuity of communication'. The discriminant analysis of 'positive social dynamic' attributes displayed 'central persons', and 'restrictive rules' as the most influential socio-psychological attributes to explain the difference between contextually different participatory processes.

Although each of the participatory processes that comprised the 'Local Government and NGO Cooperation in Participatory Democracy' project differed significantly in their context and social, economic, cultural, historical, political and geographical characteristics, the participatory processes of 'Odunpazarı' and 'Seyrek' were found to be significantly different from the participatory process of 'Kaymaklı' and 'Gazi'. In addition to differences between the participatory processes in terms of content groups, dimensions and attributes, the participatory process of 'Seyrek' was seen to be the most successful process.

## **7.1. Comparisons of Dimensions of Contextually Different Participatory Processes**

This section discusses the analytical procedures and results on the dimensions of contextually different participatory processes.

### **7.1.1 Analytical procedures of the comparison of the participatory processes**

Recall that the general content groups of participatory processes included ‘interactional’, ‘cultural-contextual’, ‘procedural’ and ‘individual’ content groups. The content groups that explain the participatory processes may vary among the samples in the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek, which were part of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project. To reveal these differences, I conducted a discriminant analysis of the participatory processes using separate data from each context. Discriminant analysis is a statistical technique which simultaneously examines the differences between cases with respect to several variables. In addition to understand cases’ differences, it is used to predict the likelihood that an entity will belong to a particular class or group. Discriminant analysis constructs a linear combination of the discriminating variables and tests the hypothesis of this linear combination to differentiate between cases (Hair et al., 1995). This linear combination discriminant analysis is called a discriminant function (Klecka, 1980).

To prepare the data for discriminant analysis, I assembled the ratings of respondents of the pre-defined socio-psychological dimensions and attributes, along with their evaluation of the success of the participatory process in their own localities to create a database for each participatory process separately. In short, as data for the analyses, I used the frequencies of the general contents groups, dimensions and attributes, and the ratings of participants’ perceptions in relation to the pre-defined socio-psychological dimensions and the success of processes.

In the present study, the discriminant analysis was conducted in two steps. First, I explored the general content groups, dimensions and attributes of participatory processes that had the largest contribution to the differentiation between contextually different processes. Second, I revealed the participatory process which significantly differed from others in terms of the result obtained from the general content groups, including the dimensions and attributes of



these dimensions. The following section presents the analysis of the findings and highlights the diversity I found in the contextually different participatory processes.

### **7.1.2 Results of discriminant analyses**

For the discriminant analysis of the four contextually different participatory processes, I first examined the possibility of each locality being distinguished using the general content groups, (comprised of 13 dimensions and 90 attributes of participatory processes), as discriminating variables. I analyzed differences in the ratings of respondents to pre-defined socio-psychological dimensions and attributes, and the success of participatory processes, in other words, with quantitative data that were gathered by likert scale. I then used a structure matrix<sup>28</sup> to determine the correlations between discriminating variables and discriminating scores, to interpret and identify the nature of the discriminant function. This matrix revealed how closely a discriminating variable and a discriminant function are related. The following parts of the study present the results of discriminant analyses of the following data: perceived success' content groups; success definitions' content groups; general content groups and the four general content groups separately as 'interactional', 'cultural-contextual', 'procedural' and 'individual'; general content groups in general meaning; general content groups in positive meaning; general content groups in negative meaning; ratings to pre-defined socio-psychological dimensions; and ratings to pre-defined socio-psychological dimensions separately as 'communication', 'attribution', 'interpersonal relationship', 'persuasion', 'power', 'conflict' 'culture' and both positive and negative 'social dynamics' ; and ratings of the participants to attributes of those dimensions that were seen as significant. In the following part of the study, I present those analyses that produced significant results.

Discriminant analyses results will be presented mainly in three parts. First, for all discriminant analyses with different independent variables, the structure matrix is used. The structure matrix combines the pooled within-groups correlation between standardized canonical discriminant functions and discriminating variables. Through the pooled within-group correlation, how the discriminating scores and the discriminating variables are correlated within groups is determined (Kahraman 2008). Second, the standardized canonical discriminant functions for all discriminant analyses are presented in order to reveal how

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<sup>28</sup> When the magnitude of the structure coefficient is large (near to 1.00 or -1.00), the discriminating function is carrying nearly the same information as the discriminating variable. When the coefficients are close to 0, there is very little common information between discriminating function and variables.

much each attribute, dimension or general content group contributes and in which direction to the differentiation between the contextually different participatory processes. To interpreting the standardized canonical discriminant functions what has to be known is whether, in parallel to the magnitude of the coefficient, a discriminating variable's contribution is getting larger. As stated by Hair et al (1995) based on the rule of thumb, the coefficients of absolute values should be equal or greater to half of the largest value. Last, the group centroid functions to reveal the results of testing for significant differences for the four contextually different participatory processes. The statistical hypothesis examined the possibility of difference between the group means, in other words, group centroids, on the discriminant variables in the participant municipalities of the project where the sample were drawn. In this way the "cutting points" for classifying cases are established. The optimal cutting point is the weighted average of the paired values. The cutting points were used to adjust the ranges of the discriminant score and hence to categorize the case participatory processes in Gazi, Kaymaklı, Odunpazarı and Seyrek.

**7.1.2.1 Results of discriminant analysis with respondents' ratings on success of the participatory processes**

Table 7.1 displays the structure matrix that combined the pooled within-groups correlation between discriminating variables and standardized canonical discriminant functions. The pooled within-group correlation indicated how the discriminating variables and the discriminating scores are correlated within groups. The structure matrix in Table 7.1 reveals that success (1000) was highly correlated with discriminant score.

**Table 7.1:** Structure matrix of success' content groups of participatory processes.

	<b>Function</b>
	1
Success	1.000

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions  
 Variables ordered by absolute size of correlation within function.

Table 7.2 shows the standardized canonical discriminant function that indicates how much each variable contributes and in which direction to the differentiation between the groups. The larger the magnitude of the coefficient, the greater is that discriminating variable's

contribution. For example, Table 7.2 illustrates that the variable, success, is the influential discriminating variable. This means that success contributes to explaining the differentiation between the contextually different case participatory processes.

**Table 7. 2:** Standardized Canonical Discriminant Function Coefficients Matrix.

	Function
	1
Success	1.000

Table 7.3 displays the results of testing significant differences for the four contextually different participatory processes. The statistical hypothesis tested<sup>29</sup> the possibility of a difference between the group means (group centroids) on the discriminant variables in the populations from which the samples were drawn. The results of discriminant analysis indicated that the group means are significantly different on the discriminant scores and the group mean of ‘Seyrek’ (1760) significantly scored higher than the other case areas (Odunpazarı:387; Kaymaklı: -665; Gazi: -2.545)

**Table 7. 3:** Functions at Group Centroid.

Localities	Function
	1
Odunpazarı	.387
Seyrek	1.760
Kaymaklı	-.665
Gazi	-2.545

Unstandardized canonical discriminant functions evaluated at group means

### 7.1.2.2 Results of discriminant analysis with content groups

The structure matrix in Table 7.4 reveals that procedural (932) and individual (712) content groups were most highly correlated with discriminant score. While function 1 shows the

<sup>29</sup> This test establishes the “cutting points” for classifying cases. The optimal cutting point is the weighted average of the paired values. The cutting points set ranges of the discriminant score to classify case processes as Gazi, Kaymaklı, Odunpazarı and Seyrek.

‘individual’ (712), function 2 shows the ‘procedural’ (932) and ‘individual’ (702) as most highly correlated content group with discriminant score.

**Table 7.4:** Structure matrix of general content groups of participatory processes.

General Content Groups	Function	
	1	2
Individual	.712*	.702
Procedural	-.363	.932*
Contextual <sup>b</sup>	.204	.418*
Interactional <sup>b</sup>	.097	.298*

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions. Variables ordered by absolute size of correlation within function.

\* Largest absolute correlation between each variable and any discriminant function

b. This variable not used in the analysis.

Table 7.5 shows the standardized canonical discriminant function and according to Table 7.5, individual and procedural content groups are the most influential discriminating variable among all general content groups. Function 1, in Table 7.5, shows the largest value for coefficients is 1.015 half of which is .508. Only the coefficient of the ‘individual’ content group exceeds this value. However function 2, in Table 7.5, reveals the largest value among the coefficients is .775, half of which is .388. Therefore according to function 2, the coefficients for the ‘individual’ and ‘procedural’ content groups exceed this value. This means that amongst the four general content groups, the ‘individual’ and ‘procedural’ have the largest contribution to the differentiation between case participatory processes.

**Table 7.5:** Standardized Canonical Discriminant Function Coefficients Matrix.

General Content Groups	Function	
	1	2
Procedural	-.765	.775
Individual	1.015	.395

The results of discriminant analysis indicated that the group means are significantly different on the discriminant scores and the group mean of ‘Gazi’ (.826) significantly scored higher than the other case areas (Seyrek: -.004; Odunpazarı: .382; Kaymaklı: -.709) according to function 1; and the discriminant scores and the group mean of ‘Odunpazarı’ (.691)

significantly scored higher than the other case areas (Seyrek: -.560; Kaymaklı: .124; Gazi: -.293;) according to function 2. Table 7.6 displays the results of testing significant differences for the four case participatory processes.

**Table 7.6:** Functions at Group Centroids.

Localities	Function	
	1	2
Odunpazarı	.382	.691
Seyrek	-.004	-.560
Kaymaklı	-.709	.124
Gazi	.826	-.293

Unstandardized canonical discriminant functions evaluated at group means

In sum, discriminant analyses revealed significant differences across the case participatory processes. ‘Procedural’ and ‘individual’ content groups contributed to significantly explaining the differences among the case processes. Although each participatory process differs from each other with respect to ‘procedural’ and ‘individual’ content groups, the participatory process in ‘Gazi’ more significantly differs in respect of the ‘individual’ content group; and ‘Odunpazarı’ more significantly differs in terms of the ‘procedural’ and ‘individual’ content groups from the other case participatory processes. This result is consistent with the features of these participatory processes, as described in chapter 3, and as evidenced by quotations from the interviews with participants conducted in Gazi and Odunpazarı (appendix H & J).

### 7.1.2.3 Results of discriminant analysis with procedural content group

In the following two discriminant analyses, the dimensions of the procedural and individual content groups will be analyzed separately. Table 7.7 displays the structure matrix, which reveals that ‘organizational’ dimension (1.000) was most highly correlated by discriminant score.

Table 7.8 shows the standardized canonical discriminant function, and the ‘organizational’ dimension as the most influential discriminating variable between two dimensions of the ‘procedural’ content group. This means that between these two dimensions, ‘organizational’ makes the largest contribution to explaining the differentiation between the case participatory processes.

**Table 7.7:** Structure matrix of procedural content group' dimensions of participatory processes.

Dimensions of Procedural Content Group	Function
	1
Organizational Outcomes <sup>a</sup>	1.000 .423

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

a. This variable not used in the analysis.

**Table 7.8:** Standardized Canonical Discriminant Function Coefficients Matrix.

Dimensions of Procedural Content Group	Function
	1
Organizational	1.000

The results of discriminant analysis indicates that the group means are significantly different on the discriminant scores and the group mean of 'Odunpazarı' (798) scored significantly higher than the other case areas (Seyrek: -574; Kaymaklı: 212; Gazi: -612). Table 7.9 displays the results of testing significant differences for the case participatory processes.

**Table 7.9:** Functions at Group Centroid.

Localities	Function
	1
Odunpazarı	.798
Seyrek	-.574
Kaymaklı	.212
Gazi	-.612

Unstandardized canonical discriminant functions evaluated at group means

In sum, discriminant analyses revealed significant differences in the case participatory processes. The 'organizational' dimension of the 'procedural' content group explained the differences between the processes. Although each participatory process differed from each other, the Odunpazarı' process more significantly differed from those in Gazi, Kaymaklı and Seyrek with respect to the 'organizational' dimension of the 'procedural' content group. This result consistent with the both result of the previous discriminant analysis and the

participatory process of the Odunpazarı, which could be followed on chapter 3, and the quotations from the interviews (appendix J).

#### 7.1.2.4 Results of discriminant analysis with perceived dimensions of individual content group

Table 7.10 displays the structure matrix, which reveals that the ‘personal’ dimension (1.000) was most highly correlated by discriminant score. Table 7.11 shows the standardized canonical discriminant function and according to this function the ‘personal’ dimension is the most influential discriminating variable within two dimensions of the ‘individual’ content group. This means of the two dimensions, the ‘personal’ dimension has the largest contribution to the differentiation between case participatory processes.

**Table 7.10:** Structure matrix of individual content group’ dimensions of participatory processes.

Dimensions of Individual Content Group	Function
	1
Personal	1.000
Active Citizenship <sup>a</sup>	.440

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

a. This variable not used in the analysis.

The results of discriminant analysis indicated that the group means are significantly different in terms of the discriminant scores, with the group mean for ‘Odunpazarı’ (906) scored as significantly higher than the other case areas (Seyrek: 458; Kaymaklı: 491; Gazi: 408). Table 7.12 displays the results of testing significant differences for the four case participatory processes.

**Table 7. 11:** Standardized Canonical Discriminant Function Coefficients Matrix.

Dimensions of Individual Content Group	Function
	1
Personal	1.000



**Table 7.12.** Functions at Group Centroid.

Localities	Function
	1
Odunpazarı	.906
Seyrek	-.458
Kaymaklı	-.491
Gazi	.408

Unstandardized canonical discriminant functions evaluated at group means

In sum, discriminant analyses revealed significant differences between the contextually different participatory processes. The personal dimension of the individual content group explained the differences among the case processes. Although each participatory process differed from each other with respect to the personal dimension, ‘Odunpazarı’ more significantly differed from the participatory processes of Gazi, Kaymaklı and Seyrek. This result is consistent with both the result of the previous discriminant analysis, which was presented as ‘results of discriminant analysis with content groups’, and the quotations obtained from the interviews (appendix J).

#### **7.1.2.5 Results of discriminant analysis with content groups in general meaning**

Table 7.13 displays the structure matrix, which reveals that according to function 1, the ‘interactional’ (577) and ‘individual’ (687) content groups in general meaning were most highly correlated by discriminant score.

Table 7.14 shows the standardized canonical discriminant function and according to function 1, the ‘interactional’ and ‘individual’ content groups, and in function 2, the ‘interactional’ content groups are seen as the most influential discriminating variable from among four content groups in general terms. This means between the four general content groups of participatory processes, ‘interactional’ and ‘individual’ content groups in general meaning have the largest contribution to the differentiation between the case participatory processes. The results of discriminant analysis indicated that the group means are significantly different, with the discriminant scores and the group mean of ‘Odunpazarı’ (1332) scored significantly higher than in the other case areas (Seyrek: -767; Kaymaklı: -464; Gazi: 259) due to function 1. Table 7.15 displays the results of testing significant differences for the four contextually different participatory processes.

**Table 7.13:** Structure matrix of four general content group' dimensions of participatory practices in general meaning.

Content Groups in general meaning	Function	
	1	2
Contextual_in general term <sup>a</sup>	.334*	.261
Procedural_in general term <sup>a</sup>	.245*	.097
Interactional_in general term	.577	.817*
Individual_in general term	.687	-.727*

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

\*. Largest absolute correlation between each variable and any discriminant function

a. This variable not used in the analysis.

**Table 7. 14:** Standardized Canonical Discriminant Function Coefficients Matrix.

Content Groups in general meaning	Function	
	1	2
Interactional_in general term	.742	.701
Individual_in general term	.833	-.588

In sum, discriminant analyses revealed significant differences between the case participatory processes. The differences among the case processes were explained in general meaning by the 'interactional' and 'individual' content groups. Although each participatory process differed from each other, the participatory process of 'Odunpazarı' more significantly differed from the participatory processes of Kaymaklı, Gazi and Seyrek with respect to 'interactional' and 'individual' content groups in general meanings. This result consistent with the result of the previous discriminant analyses, the participatory process of the Odunpazarı, which could be followed on chapter 3, and the quotations from the interviews (appendix J).

**Table 7. 15:** Functions at Group Centroid.

Localities	Function	
	1	2
Odunpazarı	1.332	-.006
Seyrek	-.767	-.186
Kaymaklı	-.464	.239
Gazi	.259	-.123

Unstandardized canonical discriminant functions evaluated at group means

### 7.1.2.6 Results of discriminant analysis with perceived content groups in negative meaning

Table 7.16 displays the structure matrix, which reveals according to function 1, the ‘procedural’ content group (790); and according to function 2, the ‘individual’ (993) and ‘procedural’ (613) content groups in negative meaning, were most highly correlated by discriminant score.

**Table 7.16:** Structure matrix of four content groups of participatory processes in negative term.

General content groups in negative meaning	Function	
	1	2
Procedural in negative term	.790*	.613
Individual in negative term	-.116	.993*
Interactional in negative term <sup>b</sup>	.123	.460*
Contextual in negative term <sup>b</sup>	.172	.428*

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

\*. Largest absolute correlation between each variable and any discriminant function

b. This variable not used in the analysis.

Table 7.17 shows the standardized canonical discriminant function and according to this function the ‘procedural’ and ‘individual’ are the most influential discriminating variables among the four content groups of participatory practices in negative meaning. This means that between the four general content groups, the ‘procedural’ and ‘individual’ content groups in negative meaning have the largest contribution to the differentiation between the contextually different participatory processes.

**Table 7.17:** Standardized Canonical Discriminant Function Coefficients Matrix.

General content groups in negative meaning	Function	
	1	2
Procedural in negative term	1.161	.136
Individual in negative term	-.717	.923

The results of discriminant analysis indicated that the group means differ significantly in terms of their discriminant scores with the group mean of ‘Kaymaklı’ (819) scored significantly higher than the other case areas (Seyrek: -543; Odunpazarı: -.312; Gazi: -.139) according to function 1; and the group mean of ‘Odunpazarı’ (600) scored significantly higher than the other case areas (Seyrek: -.582; Kaymaklı: -.143; Gazi: .424) according to function 2. Table 7.18 displays the results of testing significant differences for the four case participatory processes.

**Table 7.18:** Functions at Group Centroids.

Localities	Function	
	1	2
Odunpazarı	-.312	.600
Seyrek	-.543	-.582
Kaymaklı	.819	-.143
Gazi	-.139	.424

Unstandardized canonical discriminant functions evaluated at group means

In sum, discriminant analyses revealed significant differences between the contextually different participatory processes. The ‘procedural’ and ‘individual’ content groups in negative meaning explained the differences among processes. Although each participatory process differed from each other with respect to the ‘procedural’ content group in negative meaning, the processes of ‘Kaymaklı’ and with respect to the ‘individual’ content group in negative meaning ‘Odunpazarı’ more significantly differ from the other cases. This results consistent with the result of the previous discriminant analyses, the participatory process of the Kaymaklı and Odunpazarı, which could be followed on chapter 3, and the quotations from the interviews both from Kaymaklı and Odunpazarı (appendix I&J).

#### **7.1.2.7 Results of discriminant analysis with respondents’ rating to pre-defined socio-psychological dimensions of participatory processes**

Table 7.19 displays the structure matrix, which reveals that according to function 1 ‘communication’ (722) and positive ‘social dynamics’ (588); according to function 2 ‘communication’ (533), were most highly correlated by discriminant score.

**Table 7. 19:** Structure matrix of ratings of respondents to pre-defined socio-psychological dimensions of participatory processes.

Pre-defined Socio-psychological dimensions	Function	
	1	2
Communication	.722*	.533
Relationship <sup>b</sup>	.401*	-.304
Persuasion <sup>b</sup>	.356*	-.184
Culture <sup>b</sup>	.326*	-.112
Conflict <sup>b</sup>	-.210*	-.090
Social Dynamics (negative) <sup>b</sup>	.101	-.302*
Power <sup>b</sup>	-.131	-.146*
Attribution	-.543	.027
Social Dynamics_Pos	.588	-.407

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

\*. Largest absolute correlation between each variable and any discriminant function

b. This variable not used in the analysis.

Table 7.20 shows the standardized canonical discriminant function and according to the function ‘communication’ and ‘positive social dynamics’ are the most influential discriminating variables among the pre-defined socio-psychological dimensions; function 1 reveals ‘communication’ and ‘positive social dynamics’ dimensions; function 2 reveals ‘communication’ dimension. This means that based on the ratings of respondents to pre-defined socio-psychological dimensions, ‘communication’ and ‘positive social dynamics’ have the largest contribution to the differentiation between contextually different participatory processes among the pre-defined socio-psychological dimensions.

The results of discriminant analysis indicated that the group means differ significantly in terms of their discriminant scores, with the group mean of the ‘Seyrek’ (1417) scored significantly higher than the other participatory processes according to function 1 (Kaymaklı: -440; Odunpazarı: -255; Gazi: -1350); ‘Gazi’ (693) scored significantly higher than the other case areas according to function 2 (Kaymaklı: -787; Odunpazarı: 382; Seyrek: 151).

**Table 7.20:** Standardized Canonical Discriminant Function Coefficients Matrix.

Pre-defined Socio-psychological dimensions	Function	
	1	2
Communication	.442	1.070
Attribution	-.676	.301
Social Dynamics (positive)	.534	-1.035

**Table 7.21:** Functions at Group Centroid.

Localities	Function	
	1	2
Odunpazarı	-.255	.382
Seyrek	1.417	.151
Kaymaklı	-.440	-.787
Gazi	-1.350	.693

Unstandardized canonical discriminant functions evaluated at group means

In sum, the discriminant analyses revealed significant differences between the contextually different participatory processes. ‘Communication’, ‘attribution’ and ‘positive social dynamics’ dimensions explained the differences among the case participatory processes. Although each participatory process differed from each other in respect of the pre-defined socio-psychological dimensions, the process of ‘Seyrek’ in respect to ‘communication’ and ‘positive social dynamics’ and the process of ‘Gazi’ in respect to ‘communication’, more significantly differ from the other case participatory processes. These results are consistent with the descriptions of these participatory processes given in chapter 3, and the quotations obtained from interviews with participants from Seyrek and Gazi (appendix K&H). Moreover, ratings this results consistent with the ratings of respondents to ‘communication’ and ‘positive social dynamics’ (Table 7.29).

#### **7.1.2.8 Results of discriminant analysis with respondents’ rating of pre-defined communication’ attributes**

Table 7.22 displays the structure matrix, which reveals that ‘continuity of communication’ (1.000) in the ‘communication’ dimension, was most highly correlated by discriminant score.

Table 7.23 shows the standardized canonical discriminant function and accordingly that the continuity of communication is the most influential discriminating variable among four ratings of respondents’ perceptions of the pre-defined ‘communication’ attributes. This means that from among the pre-defined ‘communication’ attributes, ‘continuity of communication’ has the largest contribution to the differentiation between contextually different participatory processes.

**Table 7.22:** Structure matrix of ratings of respondents communication' attributes.

Attributes of Communication Dimension	Function
	1
Continuity of communication	1.000
Rational communication <sup>a</sup>	.393
Emotional communication <sup>a</sup>	-.138
BodyLanguage <sup>a</sup>	-.074

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

a. This variable not used in the analysis.

**Table 7.23:** Standardized Canonical Discriminant Function Coefficients Matrix.

Attributes of Communication Dimension	Function
	1
Continuity of communication	1.000

The results of discriminant analysis indicated that the group means are significantly different in terms of their discriminant scores. The group mean of 'Odunpazarı' (992) and almost equally to 'Odunpazarı', 'Seyrek' (916) scored significantly higher than the other case participatory processes (Kaymaklı: -1.271; Gazi: -718). Table 7.24 displays the results of testing significant differences for the four contextually different participatory processes.

**Table 7. 24:** Functions at Group Centroid.

Localities	Function
	1
Odunpazarı	.992
Seyrek	.916
Kaymaklı	-1.271
Gazi	-.718

Unstandardized canonical discriminant functions evaluated at group means

In sum, discriminant analyses revealed significant differences among the contextually different participatory processes. The 'continuity of communication' attribute explained the differences between processes. Although each participatory process differed from each other with respect to the 'communication' dimension, the processes of 'Odunpazarı' and 'Seyrek' more significantly differ from the participatory process of 'Gazi' and 'Kaymaklı'. This result

is consistent with descriptions of the participatory processes in Odunpazarı and Seyrek, which can be followed on chapter 3, and the quotations obtained from interviews with participants from Odunpazarı and Seyrek (appendix J&K). Moreover, ratings this results consistent with the ratings of respondents to ‘continuity of communication’ (Table 7.29).

### 7.1.2.9 Results of discriminant analysis with respondents’ rating to pre-defined positive social dynamics’ attributes

Table 7.25 displays the structure matrix that combined the pooled within-groups correlation between discriminating variables and standardized canonical discriminant functions. The structure matrix in Table 7.25 reveals that ‘central persons’, ‘restricting rules’ and ‘social network’ attributes in positive ‘social dynamics’ were most highly correlated by discriminant score. In this structure matrix, according to function 1 ‘central persons’ (.834) and ‘social network’ (.656) attributes, and according to function 2 ‘central persons’ (.490) and ‘restrictive rules’ (.473) were most highly correlated by discriminant score.

**Table 7. 25:** Structure matrix of ratings of respondents positive social dynamics’ attributes.

Attributes of positive social dynamics dimension	Function	
	1	2
CentralPerson	.834*	.490
Issues <sup>b</sup>	.682*	-.127
SocialCapacity <sup>b</sup>	.644*	-.163
Identity <sup>b</sup>	.555*	-.247
DecisionMaking <sup>b</sup>	.548*	-.124
Sharing <sup>b</sup>	.382*	.142
Focusing <sup>b</sup>	.339*	.011
RestrictingRules	-.435	.473
SocialNetwork	.656	-.349
ConflictManagement <sup>b</sup>	.098	.083
TimeManagement <sup>b</sup>	-.040	.052

Pooled within-groups correlations between discriminating variables and standardized canonical discriminant functions

Variables ordered by absolute size of correlation within function.

\*. Largest absolute correlation between each variable and any discriminant function

b. This variable not used in the analysis.

Table 7.26 shows the standardized canonical discriminant function, which reveals that according to function 1 ‘central person’, and according to function 2 ‘central person’ and ‘restrictive rules’ (with almost half the value of the score achieved by the highest scoring attribute), are the most influential discriminating variables among the attributes of the



positive ‘social dynamics’ dimension of participatory processes. This means between the attributes of the positive ‘social dynamics’ dimension, ‘central persons’, ‘restrictive rules’ and ‘social network’ make the largest contribution to the differentiation between contextually different participatory processes.

**Table 7.26:** Standardized Canonical Discriminant Function Coefficients Matrix.

Attributes of positive social dynamics dimension	Function	
	1	2
Central Person	.698	.950
Restrictive Rules/Norms	-.498	.469
Social Network	.307	-.896

The results of discriminant analysis according to function 1 indicated that the group means are significantly different in terms of their discriminant scores as the group mean for the participatory process of ‘Seyrek’ (1070) was scored significantly higher than for the other case participatory processes (Gazi: -1508; Odunpazarı: -.019; Kaymaklı: -.224). The results of discriminant analysis according to function 2 indicated that the group means differed significantly in terms of their discriminant scores and the group mean of participatory process of ‘Kaymaklı’ (870) significantly scored higher than the other case processes (Gazi: -712; Odunpazarı: -.242; Seyrek: -.348). Table 7.27 displays the results of testing significant differences for the four contextually different participatory processes.

**Table 7.27:** Functions at Group Centroid.

Localities	Function	
	1	2
Odunpazarı	-.019	-.242
Seyrek	1.070	-.348
Kaymaklı	-.224	.870
Gazi	-1.508	-.712

Unstandardized canonical discriminant functions evaluated at group means

In sum, the discriminant analyses revealed significant differences between the four contextually different participatory processes. These differences are explained by the ‘central

person', 'restrictive rules' and 'social network' attributes of the 'positive social dynamics' dimension, with the 'central person' attribute being significant to the processes of 'Seyrek' and 'Kaymaklı', while the 'restrictive rules' attribute most significantly affected social dynamics in the process of Kaymaklı. These results consistent with the participatory process of the Kaymaklı and Seyrek, which could be followed on chapter 3, the quotations from the interviews both from Kaymaklı and Seyrek (appendix I&K). Moreover, ratings this results consistent with the ratings of respondents to 'central person' and 'restrictive rules' attributes (Table 7.29).

As a result of the discriminant analyses, I was able to reveal key differences in the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek. These findings are based on the ratings of respondents to the pre-defined socio-psychological dimensions of their participatory processes and on the findings of the content analysis, which was presented in chapter 5.

In summary, the 'procedural' content group and its 'organizational' dimension, the 'individual' content group and its 'personal' dimension, the 'individual' and the 'interactional' content group in general meaning and the 'procedural' and the 'individual' content group in negative meaning were the most influential content groups and dimensions to explain the differences between the four case participatory processes. In addition, among the pre-defined socio-psychological dimensions, the 'communication' dimension and its 'continuity of communication' attribute, and 'positive social dynamics' dimension and its 'central person' and 'restrictive rules' attributes were the most influential socio-psychological dimensions and attributes to explain the differences between the contextually different participatory processes. After establishing the differences among the perceived and pre-defined dimensions of the participatory processes, in the following part, I present the statistics about these dimensions to affirm the results of the discriminant analyses.

## **7.2 Statistics about the Dimensions and Attributes of Participatory Processes**

The previous section displayed that the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek, differed significantly in their dimensions and success levels. In order to support these results; in this part I present statistics about the differentiated dimensions and attributes of participatory processes. Therefore, this section introduces the quantitative descriptions by examining the statistics related to perceived and pre-defined

attributes and dimensions that explain differences between the case participatory processes. In this way, I compare the contextually different participatory processes, based on the attributes and dimensions of participatory processes, and identify which of these created differences in the participatory processes themselves.

This section presents the statistics on general content groups, dimensions and their attributes, which were identified through discriminant analysis as most influential to explain contextually different case participatory processes. These statistics reveal the ratio of the sample in each context that mentioned each attribute. As two kinds of data were used to inform the discriminant analyses (the result of content analysis and ratings of participants on the pre-defined socio-psychological dimensions/attributes of participatory processes), I presented the results with two Tables. In Table 7.28 we can see the average frequency of mentions of the perceived content groups and dimensions. In Table 7.29 the average ratings of respondents in each locality to pre-defined socio-psychological dimensions and their attributes are presented. In the following parts, I present the general content groups, dimensions and attributes that explain the contextually different participatory processes in two parts according to the data used to conduct discriminant analysis and obtain these results.

### **7.2.1 Statistics on perceived content groups and dimensions of participatory processes**

In the previous part of the study, I revealed the attributes, dimensions and content groups of participatory process, which significantly explain the differences between the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek. To support the results of discriminant analysis, I will present the results of the statistics on these attributes, dimensions and general content groups, which significantly explain differences in the participatory processes. Table 7.28 displays the most influential content groups, dimensions and attributes to explain the contextually different participatory processes, and statistics related to them.

First, Table 7.28 reveals that as a result of discriminant analysis among the four general content groups, the individual and procedural content groups significantly explain the contextually different participatory processes. The ‘individual’ content group most significantly explains the participatory processes of ‘Gazi’ and ‘Odunpazarı’. To support the result of discriminant analyses, I looked at the average frequency of mentions in each of the localities and indeed the ‘individual’ content group was mostly cited by respondents from

'Odunpazarı' and 'Gazi', respectively (30.8 %, 38 %). According to the discriminant analysis, the 'procedural' content group was most cited by the respondents from 'Odunpazarı' with 33.8% of mentions and therefore significantly explains the participatory process of 'Odunpazarı'. Second, Table 7.28 shows that among the dimensions of 'procedural' content groups, the 'organizational' dimension significantly explains the contextually different participatory processes, most significantly in 'Odunpazarı'. Respondents from Odunpazarı mostly cited the 'organizational' dimension (38.9 % of mentions), which is supported by the discriminant analyses. Third, Table 7.28 shows that among the dimensions of 'individual' content groups, 'personal' dimension significantly explains the contextually different participatory processes. 'Personal' dimension most significantly explains participatory process of 'Odunpazarı'. To support the result of discriminant analyses, looking to the average frequency of mentions of each locality, 'personal' dimension was mostly cited by respondents from 'Odunpazarı' (42.1 %).

Four, Table 7.28 reveals that among the four content groups in general terms, 'individual' and 'interactional' content groups significantly explain the contextually different participatory processes. Both the 'individual' and 'interactional' content groups in general meanings most significantly explain the process of 'Odunpazarı'. The 'individual' and 'interactional' content groups, in general terms, were mostly mentioned by respondents from Odunpazarı, respectively (48 %, 33.7%). This result is further supported by the findings of the discriminant analyses.

Last, Table 7.28 reveals that among the four content groups in general terms, the 'procedural' and 'individual' content groups in negative terms significantly explain the contextually different participatory processes. 'Individual' content group in negative meanings most significantly explains the participatory process of 'Odunpazarı'. To support the result of discriminant analyses, looking to the average frequency of mentions in each locality, the 'individual' content group in negative terms is mostly mentioned by respondents from 'Odunpazarı' (40.1 %). As a result of this discriminant analysis, the 'procedural' content group in negative meaning most significantly explains the participatory process of Kaymaklı. Looking to the average frequency of mentions in each locality, the 'procedural' content group in negative meaning was mostly cited by respondents from Kaymaklı (38.9 %).

**Table 7.1:** The results of discriminant analyses conducted with the findings of content analysis.

Analysis level	Independent variables	Significant result	localities	Odunpazarı Seyrek		i
				Average frequency of mentions %	Kaymaklı Gaz	
<b>general content groups</b>	Interactional Cultural contextual Procedural Individual	Individual	Gazi (826)	38%	15.8%	30.8 %
			Odunpazarı (691)			
<b>dimensions of procedural level</b>	Organizational Process outcomes	Procedural	Odunpazarı (691)	33.8%	17.7 %	16.8%
			Odunpazarı (798)			
<b>dimensions of individual level</b>	Personal Active citizenship	Personal	Odunpazarı (906)	42.1% 13.5	%	.5%
			Odunpazarı (1332)			
<b>content groups in general meaning</b>	Interactional level, Cultural-contextual level, Procedural level, Individual level,	Individual		48%	12 %	30.7%
		Interactional				
<b>content groups in negative meanings</b>	Interactional level, Cultural-contextual level, Procedural level, Individual level,	Procedural	Kaymaklı (819)	27.4%	5.1 %	28.6%
		Individual	Odunpazarı (600)			

According to these results, as it can be seen in Table 7.28 among the participatory processes of the four contextually different localities, Odunpazarı' process significantly differs in terms of the 'individual' and 'procedural' content groups and the 'organizational' and 'personal' dimensions of these content groups, the 'interactional' and 'individual' content group in general terms, and the 'individual' content group in negative terms. Following 'Odunpazarı', Kaymaklı' process show differences in terms of the 'interactional' content group in general meaning and the 'procedural' content group in negative meaning. Last, Gazi' participatory process differs in terms of the 'individual' content group.

In addition to the findings, all of the results of discriminant analyses presented in Table 7.28 are supported by the findings of the content analyses. In the following part, I will discuss the results of discriminant analyses conducted by using the ratings of respondents to pre-defined socio-psychological dimensions and attributes of participatory processes.

### **7.2.2 Statistics on pre-defined socio-psychological dimensions and attributes of participatory processes**

In the previous part of the study, the results of discriminant analyses were supported by the quantitative findings of the content analyses. In the same way, in this part I will present the findings of discriminant analyses on the pre-defined attributes and dimensions, and ratings of participants with regards to the pre-defined socio-psychological dimensions and attributes of participatory processes.

Table 7.29 reveals the pre-defined socio-psychological dimensions and attributes of participatory processes that are displayed as the most influential socio-psychological dimensions and attributes to explain the contextually different participatory processes. In this context, this section compares the result of the discriminant analyses that were conducted with the respondents' ratings on the pre-defined socio-psychological dimensions of participatory processes in terms of 'communication' and positive 'social dynamics' dimensions; and 'continuity of communication'; 'central persons' and 'restrictive rules' as the most influential pre-defined socio-psychological dimensions and attributes to explain the contextually different participatory processes.

**Table 7.2:** The results of discriminant analyses conducted with the ratings of participants to pre-defined socio-psychological dimensions/attributes.

Analysis Level	Independent variables	Significant result	Localities	Odunpazari Seyrek	Kaymaklı Gaz	i
conducted discriminant analysis and their results						
<b>Success of participatory processes</b>	Success of participatory processes	Seyrek	Seyrek (1760)	5.18 6.	14 2.	29
<b>Pre-defined socio-psychological dimensions</b>	Communication Attribution	Communication	Seyrek (1417)	5.09 6.	14 4.	29
	Interactional Relationship Persuasion Power	Social Dynamics (positive)	Seyrek (1417)	4.54 6.	93 2.	29
	Social Dynamics (positive) Social Dynamics (negative) Conflict Culture	Continuity of communication	Odunpazari (992) Seyrek (916)	5.37 5.	71 3.	43
<b>Attributes of communication dimension</b>	Emotional communication	Central persons	Seyrek (1070)	4.91 6.	29	2.29
	Logical communication Body language	Restrictive rules	Kaymaklı (870)	3.36 1.	71 1.	14
<b>Attributes of positive Social Dynamics Dimension</b>	Sharing					
	Concentration Conflict management Central person Issues Time management Decision making Restricting group rules Social capacity Social network Identity					

First, Table 7.29 reveals the result of discriminant analysis among the four participatory processes in terms of their success. As a result of the discriminant analysis, the participatory process of ‘Seyrek’ is seen as the most significantly ‘successful’ process based on the respondents’ evaluations of their own participatory processes. To support the result of discriminant analyses, looking to the average ratings on success shows that the average rating of respondents from Izmir is 6.54 out of 7.

Second, Table 7.29 displays that among the pre-defined socio-psychological dimensions of participatory processes, ‘communication’ and ‘social dimensions (positive)’ significantly explain the contextually different participatory processes. ‘Communication’ dimension most significantly explains the participatory process of ‘Seyrek’ and to support the result of discriminant analyses, looking to the average ratings of the respondents from each locality, respondents from ‘Seyrek’, ‘Gazi’ and ‘Odunpazarı’ rated ‘communication’ respectively (6.38, 5.09, 4.29). Looking to the ‘social dynamics (positive)’ dimension most significantly explains participatory process of ‘Seyrek’ and ‘Odunpazarı’. To support the result of discriminant analyses, looking to the average ratings of the respondents from each locality, respondents from ‘Seyrek’ and ‘Odunpazarı’ rated the ‘social dynamics (positive)’ dimension respectively (6.42, 5.54).

Third, Table 7.29 shows that among the attributes of the ‘communication’ dimension, ‘continuity of communication’ explains the contextually different participatory processes. ‘Continuity of communication’ attribute most significantly explains the participatory processes of ‘Odunpazarı’ and ‘Seyrek’. To support the result of discriminant analyses, looking to the average frequency of mentions in each locality, respondents from ‘Seyrek’ and ‘Odunpazarı’ rated the ‘continuity of communication’ attribute of ‘communication’ dimension respectively (5.54, 5.37).

Last, Table 7.29 reveals that among the attributes of the ‘social dynamics (positive)’ dimension, ‘central persons’, and ‘restrictive rules’ significantly explain the contextually different participatory processes. ‘Central persons’ attribute most significantly explains the participatory process of ‘Seyrek’ and ‘Kaymaklı’. To support the result of discriminant analyses, looking to the average frequency of mentions in each locality, respondents from ‘Seyrek’ and ‘Kaymaklı’ rated the ‘central person’ attribute of the ‘social dynamics (positive)’ dimension respectively (6.5, 5.29). Moreover, the discriminant analysis reveals that the ‘restrictive rules’ attribute most significantly explains the participatory processes of



Kaymaklı. To support the result, looking to the average frequency of mentions in each locality, the ‘continuity of communication’ attribute of ‘communication’ dimension was rated by respondents from Kaymaklı (3.71).

Table 7.29 reveals the results of discriminant analysis conducted with the ratings of participants in relation to the pre-defined socio-psychological dimensions and attributes of participatory processes. According to these results, among the four participatory processes, Seyrek’ process is significantly different from the participatory processes of ‘Odunpazarı’, ‘Gazi’ and ‘Kaymaklı’. Seyrek’ participatory process significantly differs from other processes in terms of ‘success of participatory process’, in terms of the ‘communication’ and ‘social dynamics (positive)’ dimensions and, the ‘continuity of communication’ attribute of the ‘communication’ dimension; while the ‘central person’ attribute of the ‘social dynamics (positive)’ dimension differs from the other participatory processes in other cases. Following the process of Seyrek, Odunpazarı’ process shows differences in terms of ‘communication’, and the ‘social dynamics (positive)’ dimension, and the ‘continuity of communication’ attribute. Finally, while the process of Kaymaklı differs in terms of the ‘central person’ and ‘restrictive rules’ attributes of the ‘social dynamics (positive)’ dimension, the process of Gazi differs in terms of the ‘communication’ dimension.

As it is seen in Table 7.29, all of the findings of discriminant analyses are supported by the ratings of respondents as participants of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project process from Gazi, Kaymaklı, Odunpazarı and Seyrek. The findings above revealed the differences between the dimensions of the four participatory processes due to their contextual differences. After presenting the findings of the present study relating to the third research question of the present study, I discuss the findings of the research in the following part.

### **7.3 Findings and Reflections on the Findings of the Comparisons of Contextually Different Participatory Processes**

The findings of the discriminant analysis displayed that the dimensions and attributes of the contextually different participatory processes were significantly different from each other. To clarify the differences among the participatory processes, in this part I make reflections for each participatory process in terms of the dimensions and attributes which differentiate the processes (Table 7.30). To do this, I will present the related contextual and procedural

characteristics of the localities to affirm the findings of the discriminant analyses based not only on the findings of discriminant analyses but also on the differences among the localities which were obtained during the field study. Moreover, I will discuss what these contextually different participatory processes have demonstrated to us.

First, the process of ‘Seyrek’ was the most significantly different among the case participatory processes of the present study. In addition to its success, the process of Seyrek was the most significantly different in terms of its ‘communication’ dimension and ‘continuity of communication’ attribute, and the ‘social dynamics’ dimension and ‘central person’ attribute. The quotations of the respondents from Seyrek affirm the results, which reveal the dimensions that differentiated the process of Seyrek (appendix K).

**Table 7.30:** The attributes and dimensions which differentiate the case participatory processes.

Content Groups, Dimensions & Attributes	Case Participatory Processes			
	Seyrek	Odunpazarı	Kaymaklı	Gazi
Content groups		Individual Individual (general and negative terms) Procedural Interactional (general term)	Procedural (negative term)	Individual (negative)
Dimensions	Communication Social Dynamics	Personal Organizational		
Attributes	Continuity of communication Central person	Continuity of communication	Central person (negative) Restrictive norms	

Initially, it was significantly different in terms of its success, and this result reveals the importance of the success of a participatory process being evaluated in its own context by its participants. Since, although interviewers from Seyrek evaluated their process as the most successful, some participants from the other localities criticized the Seyrek group their low level of participation during the project meetings (appendix K (23)). On the other hand, with the exception of the mayor, participants of the Seyrek group had low-education levels (appendix K (8a)), some of the participants from Seyrek complained about being a part of

such a multi-partnership project, and complained about the acts of the participants from the other localities against them (appendix K (12), (23)). For this reason the participant group of Seyrek had a close relationship with the Kaymaklı group. The main reason for this closeness could be explained by the similar social and economic conditions of Seyrek and Kaymaklı (appendix K (11)).

Among the other participant groups, Seyrek group was distinguished by its lack of civil experience and different status in the project process. However, the mayor, and the participants explained that after the local municipality election in 2004, the mayor started activities to provide for the participation of the Seyrek population in the management of the municipality and to empower the Seyrek women (appendix K (3)). Moreover, the mayor aimed to solve the main problems of Seyrek, with the participation of Seyrek population, which was explained as migration of young population from Seyrek because of the economical problems arising from its dependence on small-scale agricultural production, (appendix K (24)).

The mayor explained her participation approach as both as an end itself and as a means to an end. On the one hand, she aimed to encourage development through participation; on the other hand she gave importance to participation and governance (appendix K (2), (25)). In addition to her explanations, the other interviewees from Seyrek explained her tendency toward the project process (appendix K (15)). However, experts, not from Seyrek, did not agree with what the mayor and Seyrek' population said during the interviews (appendix K (28)). The mayor was a respectful central person; but there was a political conflict among Seyrek population (appendix K (17)). For this reason, the participatory process of Seyrek could not be inclusive. Participants in the meetings were supporters of the mayor. However, not only during the process, but also before and after the process, communication among the Seyrek population and the mayor was continued consistently.

Furthermore, the economic conditions of Seyrek also affected and differentiated the process. The process in Seyrek mainly developed on theme of empowerment of women. In terms of the activities and project during their partnership in the 'Local Government and NGO Cooperation in Participatory Democracy' project, Seyrek was seen to be one of the most active localities. However, the methods used to provide for the participation of women affected the participatory process and other participatory processes negatively after the case project process (appendix K (27)). The mayor worked to provide for the participation of

women by using the idea of earning money. As a result, the activities that encompassed both women empowerment and their generating income continue to have an effect today, as a group of women who are close to the former mayor still produce and sell some of their local products (appendix K (16d)). However, the aim of participation fell away and became focused as purely an income generating activity. The experience of Seyrek, as seen in Kaymaklı case, revealed that participation and participatory processes could aim for the empowerment of women, but the method of attracting women to such a process has critical importance. Otherwise, it could be turned to power using in the forms of enhancing and referent power, which resulted in the loss of meaning for participation. In such a process, although both the mayor and the participants think that it was a participatory process, it is not possible to talk about any participation as an end itself (appendix K (28), (13a)).

However, there are especially social outcomes of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project in Seyrek in terms of women empowerment and decreasing the pressure of social norms (appendix K (22), (29), (30)). In sum, the process of Seyrek is different from other processes in terms of its perceived success, communication dimension and continuity of communication, social dynamics dimension and the central person attribute of social dynamics dimension.

Second, the process of Odunpazarı was one of the most significantly different participatory processes. The differences of the process are explained with the ‘individual’ content group and its ‘personal’ dimension and the ‘procedural’ content group and its ‘organizational’ dimension; second, giving importance to the ‘individual’ and ‘interactional’ content group; and third, affecting the process negatively in terms of the ‘individual’ content group. Moreover, among the pre-defined socio-psychological dimensions and attributes, ‘continuity of the communication’ attribute explained the difference in the Odunpazarı process. The findings show that the process in Odunpazarı is different in terms of its socio-psychological and psychological dimensions and in addition its process. The quotations of the respondents from Odunpazarı affirm the findings of the analyses (appendix J). Moreover, as a decision maker in the Odunpazarı context, the explanation of the mayor of Odunpazarı revealed that he accepts the participation as an end itself (appendix J (2)). Furthermore, the interviewees from Odunpazarı gave an explanation of the mayor’s attitudes during the project process, which was consistent with his own (appendix J (19)).

Differentiation of Odunpazarı process in terms of the ‘individual’ content group and ‘personal’ dimension could be explained with the subjective descriptions of respondents from Odunpazarı about their prejudices and their disapproval of other participants both from Odunpazarı and other participants groups; the ‘procedural’ content group and ‘organizational dimension’ could be explained with the establishment of ESYO during the participatory process and participants’ explanations about ESYO; and, the ‘interactional’ content group and ‘continuity of communication’ attribute could be explained providing the ‘continuity of communication’ and interaction with the foundation of ESYO, its organization and meetings.

Unlike the other participant municipalities, Odunpazarı was one of the initiators of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project. Therefore, they felt as the owner of the project. Due to their perceptions about their role in the process, some of their attitudes came to have a disruptive effect on the participants from other localities. During the project process, mainly the advisor of mayor expected to be shown respect by the other participants because of their feeling of being an initiator of the project. Moreover, they did not like and approve of most of the other participants, including other participants from Odunpazarı.

Another difference in Odunpazarı process is the fact that in addition to the case project, during the project process the Odunpazarı Municipality became a participant in another project of STGM called ‘local support centers’. They established ESYO during the project process. ESYO still continue their operations with the support of both the Odunpazarı Municipality and STGM. STGM supports ESYO because it is one of the local support centers established with the assistance of STGM. Therefore, unlike the other participant municipalities, the Odunpazarı Municipality has continued to sustain a relevant organization and activities in Eskişehir. ESYO is a network of NGOs in Eskişehir that provides local NGOs’ sustainable communication and capacity development. Therefore the Odunpazarı’ process is significantly different in terms of communication and continuity of communication. Due to ideological conflicts and conformity, some of the early participants left the project process, however today ESYO have many members from different parts of society, partly because of the mayor’ attitude (appendix J (18)).

Moreover, because of establishment of ESYO the process in Odunpazarı is different from the other processes in terms of the procedural level and organizational dimension. Furthermore, the Odunpazarı’ process is different from the other processes in terms of the individual

content group and the personal dimension within. It is related to participants' disapprove the others, prejudices, ego, emotions and personal characteristics.

Third, the process of 'Kaymaklı' was significantly different in terms of the 'procedural' content group affecting the process negatively, 'central person' and 'restrictive norms' attributes. The findings show that the process is different in terms of the socio-psychological and 'procedural' dimensions and attributes and their hindering effects on the process.

As stated by the previous mayor and participants from Kaymaklı, the mayor made efforts to provide for the participation of citizens in the management of the municipality and the empowerment of Kaymaklı women. Moreover, as in the case of Seyrek, the mayor aimed to solve the main problems of Kaymaklı that were explained as migration of young population from Kaymaklı due to the economic problems arising from a dependence on small scale agricultural production. Unlike Seyrek, Kaymaklı has tourism potential and the mayor with his team aimed to enhance the socio-economical conditions of Kaymaklı by providing for the development of tourism in Kaymaklı. Moreover, after being a participant in the case project an NGO was founded upon the desire of mayor to prepare a project funding application that would partner the municipality with a local NGO, as required by the terms for obtaining a grant for Kaymaklı.

The mayor explained his participation approach both as an end itself and as a means to an end. On the one hand, the aim of the mayor was to encourage development through participation; on the other hand he gave an importance to participation and governance (appendix K (6f)). In addition to his explanations, the interviewees from Kaymaklı explained his tendency toward the project process in the same line with mayor (appendix I (22)). He was a respectful central person; however there was another central person who was the mayor's secretary. Although some of the Kaymaklı population respects him, some of them don't and even don't like and don't trust him. The STGM manager explains his behavior and his effect as the "*Kaymaklı' process became a toy in the hands of him*" (appendix I (23)).

Moreover, in the case of Kaymaklı, the participatory process was not representative of the Kaymaklı population. Participants of the meetings were from the inner circle of the Kaymaklı Mayor including his wife and his secretary (appendix I (26)). Most of the participants, selected to participate in meetings, had comparatively high education level as the teachers in Kaymaklı and experts in the process. Although the education level of the

Kaymaklı population was lower than for Odunpazarı and Gazi, none of the participants from Kaymaklı complained about taking part in such a multi-partnership project, or about the acts of the participants from the other localities against them.

Furthermore, the economic conditions of Kaymaklı also affect the process negatively. The process of Kaymaklı mainly developed based on the empowerment of women. In terms of the activities and developed projects during their partnership in the case project, Kaymaklı is one of the most active localities. However, the method used to provide for the participation of women affected the participatory process negatively (appendix I (24)). The Kaymaklı Municipality encouraged the participation of the population of Kaymaklı with a promise of earning money. As a result the activities, which involved both women empowerment and their generating income, became over time a conflict of interest, even among the experts and local women (appendix I (25)). Therefore, although it was founded with the participation of about seventy women from Kaymaklı, today the Kaymaklı women cooperative is no longer functioning and has only seven members. The experience of Kaymaklı indicate that participation and participatory processes could aim for the empowerment of women, but the method of attracting women to such a process is of critical importance. Otherwise, it could lead to the dominance of a central person and conflicts of interest, rather than consistently working to empower women.

However, although it was a close patriarchal agriculture community, after the project process there are several social outcomes of the project in Kaymaklı in terms of women empowerment, decreasing the pressure of social norms, and elimination of prejudices (appendix I (20), (21)). As in the case of Seyrek, respondents from Kaymaklı explained that the problems of their locality mainly related to women before the participatory process in terms of using public spaces, relationships with men and traditional clothing (appendix K (13), (20), (28)); I (4), (22)). However, in the case of Kaymaklı, the social norms were less decreased than in Seyrek. The differences in the Seyrek experience stemmed partly from the gender of the mayor and her attitude to participation of women (appendix K (31)). This partly explains why traditional social norms that hindered the process in Kaymaklı, were less prevalent in Seyrek.

Last, the process of ‘Gazi’ was significantly different in terms of the ‘individual’ content group. The findings show that the process of Gazi is different in terms of the individual content group’s hindering effects on the process. The quotations of the respondents from



Gazi affirm the effects of the individual content group on their participatory process, (appendix H).

The Gazi Municipality' mayor explained his participation approach as a means to an end (appendix H (4)). In addition to his explanations, his advisors and the other interviewees' explanations reveal his and his team' participation approach (appendix H (12)). Moreover, as a result of the attitudes of the advisors of the mayor, with whom the mayor shared his power, and lack of interest of the mayor in the process, even the consensus mobilization process could not be passed by the Gazi Municipality. Unfortunately they could not install the mechanisms for facilitating dialogue in Samsun. Moreover, they blamed civil society for ignoring their good-willed approach (appendix H (12)). Participants from NGOs explained the situation as managers of the municipality did not want to share the project with us, we could not feel sense of ownership (appendix H (9)).

Moreover, the advisors of the various mayors who participated in meetings, given their political party affiliations, identified themselves with state authority and were suspicious of non-governmental actors. In addition to blaming NGOs, one representative from this group defended the Beyoğlu mayor against the criticism toward him, who belongs to the same party (appendix H (10), (13), (14)). As a result of their behavior during the process, the Samsun group was excluded from the project by the decision of STGM team. Unlike the other participant municipalities, there were no development in terms of participation, and the Gazi Municipality could not achieve any success during their participation in the project. Moreover, Gazi was excluded from the project before the completion of the project process because of their uninterested attitudes toward process. The explanations of the advisors to the mayor affirmed their attitudes to the project. During the process they did not show respect to STGM personal and the other participants. The only localities they showed interest in were the Beyoğlu Municipality and partly the Odunpazarı Municipality, both of who were from the same political affiliation. Therefore, instead of developing relationships with the other participant municipalities they worked to developed good relations with the Beyoğlu Municipality and its mayor (appendix H (8), (10), (14b)).

As a result, the process of Gazi is differentiated in terms of individual content group. It is related to the way the participants' were seen to disapprove of others, and their prejudices, ego, emotions and personal characteristics. The differentiation of the Gazi process in terms of individual content group could be explained with the explanations of respondents from



Gazi about their prejudices and their disapproval of the other participants from Gazi and from other participants groups (appendix H).

The case participatory processes of the present study were conducted within the four significantly different contexts in terms of geographically, socio-economically, socio-culturally, politically and activeness of civil society, which were presented in chapter 3. Moreover, the respondents to the case project from these localities are also significantly different from each other in terms of education, profession, political background and experiences in civil society, which were presented in the chapter 4. Parallel to the contextual differences among the participant localities and differences among the participants from the localities, their participatory processes were also seen to be significantly different from each other.

To answer the third research question, this chapter examined the differences among the content groups, dimensions and attributes of the contextually different processes by conducting discriminant analysis, which was conducted both with the results of content analysis and the ratings of the interviewees to the pre-defined socio-psychological dimensions. The analysis displayed the content groups, dimensions and attributes that were the reasons for the differentiation of the processes from each other. Moreover, the findings for each participatory process were affirmed with the subjective descriptions of respondents.

Up to now, I presented the theoretical framework, the case project and the contextual differences of the four case localities, the data collection methods, the analytical procedures and the results of the present study. The study presented the results of, first, the exploration and classification of perceived attributes, the dimensions and general content groups of participatory processes with their enhancing and hindering effects in the case of ‘Local Government and NGO Cooperation in Participatory Democracy’ project and the case participatory processes; second, relationships between perceived success and dimensions and general content groups of participatory processes; and third, comparisons of the dimensions of contextually different participatory processes. Moreover, I discussed the result of the analyses with the existing participation and participatory planning literature. The last chapter interprets the findings of the present research and suggests research proposals for further studies.

## CHAPTER 8

### CONCLUSION

This dissertation presented an exploratory case study that aimed to explore the socio-psychological aspects enhancing and hindering participatory processes. The research examined three main questions: first, the perceived socio-psychological dimensions of participatory processes; second, the socio-psychological dimensions, which explain the success of the participatory processes; third, the differences of the socio-psychological dimensions of participatory processes due to the contextual differences of the localities. The cases in this research were chosen from the “Local Government-NGO Cooperation in Participatory Democracy” project, namely the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek. The case participatory processes were conducted in the geographically, socially, economically, politically and culturally different contexts of Turkey. These localities were Gazi within the District of Samsun and located in the Black Sea region, Kaymaklı within the District of Nevşehir and Odunpazarı within the District of Eskişehir that are located in the Central Anatolian region, and Seyrek within the District of İzmir and located in the Aegean region.

The present study used a mix-method approach putting an equal importance to both qualitative and quantitative methods. Using qualitative research methodologies allowed me to collect subjective descriptions by the participants in four participatory processes on three issues: First, the socio-psychological attributes and dimensions of the participatory processes; second, the definition of success by the participants; and third, participants’ evaluation of the success of their own participatory processes as part of the “Local Government-NGO Cooperation in Participatory Democracy” initiative. Using quantitative research methodologies permitted me to apply various multivariate techniques to display the effects of the socio-psychological dimensions on the participatory processes and the contextual differences. I accomplished that by quantifying the qualitative data with the use of

the content analysis technique and adapting various sophisticated statistical techniques to that data.

The content analysis revealed the meaningful structures of participants' perceptions on three issues: first, the socio-psychological dimensions, second, the success of the participatory processes in their own contexts and third, their definitions of success of the participatory process. The analyses revealed 90 perceived attributes of participatory processes classified under 13 dimensions, and then further grouped in four general content groups. Moreover, multiple regression analyses displayed relationships between success evaluations and general extracted content groups, dimensions and attributes of participatory processes. Discriminant analyses showed differences of the contextually different participatory processes in terms of their dimensions and participants' success evaluations for the participatory processes.

The analyses led to four main conclusions: first, the perceived attributes, dimensions and content groups of participatory processes; second, the effects of attributes, dimensions and content groups on the participatory processes; third, the multiple relationships between the attributes, dimensions and content groups and perceived success of the case project process; and fourth, the differences of the contextually different participatory processes in terms of their dimensions and success.

The first finding includes the perceived attributes and dimensions of the "Local Government-NGO Cooperation in Participatory Democracy" project process and the four participatory processes as parts of the project. Some the study's findings are consistent with various participation theories while others revealed attributes and dimensions to be consonant with the pre-defined socio-psychological dimensions. The present research also found various attributes and dimensions, which exist in previous participation literature and investigations, but have not been defined as socio-psychological dimensions or attributes. Additionally, this research found various attributes, which did not exist in previous participation literature. Second, the study revealed new relationships for the literature and some relationships consonant with the previous studies. Third, this study displayed the differences among the dimensions of contextually different participatory processes, which emphasize the effect and importance of context-dependency in participatory practices. Lastly, this research innovatively explored the hindering and enhancing dimensions of participatory processes in a way that has not been examined before in previous researches. In addition, this study; examined the relations between the dimensions of participatory processes and perceived

success of these processes; and scientifically showed the changing effects of these dimensions on the contextually different participatory processes.

This chapter discusses the findings of this research in answer to the research questions, and I interpret the findings for each contextually different participatory process separately. Then I draw commonalities and differences across case participatory processes in terms of the dimensions sought about perceived success indicators and socio-psychological aspects. This constitutes the grounds for developing recommendations for future participatory processes to be conducted in different contexts. Finally, I introduce the major findings of the present study and research proposals for further research, along with recommendations for participatory processes and practices.

### **8.1 Discussion on the Findings of the Research**

In the present study, the answer to the three research questions were obtained and presented with analytical processes to derive the findings of this research in the previous chapters. In this part, I will discuss the findings of this research in relation to the three research questions one by one for the “Local Government-NGO Cooperation in Participatory Democracy” initiative.

In answer to the first research question “What are the socio-psychological dimensions of the participatory processes of Gazi, Kaymaklı, Odunpazarı and Seyrek?” I determined the attributes and dimensions of participatory processes that hindered and enhanced the process, as outlined in chapter 5. This study explored 90 attributes within 13 dimensions of participatory processes including social dynamics, interpersonal relationship, power, culture, organizational, personal characteristics, communication, process outcomes, attribution, active citizenship, persuasion, contextual and conflict (Table 5.19). The perceived dimensions of participatory processes were categorized into four content groups as interactional, cultural-contextual, procedural and individual. What is more, the exploration of the hindering and enhancing effects of these perceived attributes, dimensions and content groups of participatory processes revealed three main findings: first, while interactional, cultural-contextual and individual content groups were hindering, the procedural content group enhanced the case project process (Table 5.20); second, while communication, interpersonal relationship and process outcomes dimensions were enhancing, the remaining perceived dimensions were determined to hinder the case project process (Table 5.31); and

third, while almost one-third of the perceived attributes enhanced, half of the total attributes hindered the case project process from among the 90 perceived attributes of the participatory processes, while almost one-fourth of the perceived attributes were equally or almost equally enhancing and hindering the case project process (Table 5.30). This study also revealed that the effects of each content group, its dimensions and attributes show differences within the four participatory processes. In this part, beginning from the perceived attributes of participatory processes, I make reflections on the explored attributes, dimensions and content groups of participatory processes.

The five most cited perceived attributes of the case project process include central persons, relationships, change in relationships, trust and awarding, which accounted for a quarter of the total mentioned. Relationships, change in relationships and trust relate to the interpersonal relationship dimension, central persons relates to the social dynamics dimension and awarding is associated with the power dimension. All five of these attributes embody socio-psychological attributes; this study further revealed the significant effects of socio-psychological dimensions on the case participatory processes.

In discussing the perceived dimensions, while more than half of the perceived dimensions included the socio-psychological attributes and were labeled with reference to pre-defined socio-psychological dimensions including social dynamics, interpersonal relationship, power, culture, communication, attribution, persuasion and conflict; the rest is related to other aspects of participatory processes. They include organizational, personal, process outcomes, active citizenship and contextual dimensions (appendix D). This shows that the socio-psychological dimensions may co-exist with other dimensions in participatory processes, affirming the role of social influence on all components of participatory processes.

In line with the theoretical discussions of the present study, these findings confirm a participatory process as a mutual social influence process, and its main components having transformative effects both on the process itself and on each other. The study theoretically argues that there are three main components to participatory process. They include individual/society, context, and the participatory process itself, mutually affecting each other as well as activating a mutual social influence process. The empirical study shows five perceived dimensions related to individual and procedural aspects of such processes in addition to the eight socio-psychological dimensions. Of these five dimensions, the personal

and active citizenship dimensions related to individual/society, the procedural and organizational dimensions related to the process, while the context dimension related to the contextual characteristics. When evaluating the dimensions in terms of their enhancing and hindering effects, the results show that while interpersonal relationship, communication and process outcomes enhanced the case project process; power, persuasion, attribution, group dynamics, cultural, contextual, conflict, organizational, personal and active citizenship hindered the case project process.

Additionally, when looking to the enhancing and hindering effects of the content groups, the findings reveal that while interactional, cultural-contextual, and individual content groups hindered; procedural content group enhanced the case project process.

The present study explored the hindering and enhancing attributes, dimensions and content groups of participatory processes. This identification was important to make because the hindering factors represent the areas in need of improvement. Based upon the findings as illustrated in Table 8.1, all perceived attributes of participatory processes were categorized into two groups. The first group represents that attributes that could be intervened; and the second includes the attributes that could not be intervened.<sup>30</sup> The first group of attributes is further categorized in two groups in terms of the time period required for intervention; the first, includes attributes which required a short period of time for intervention; the second, includes attributes which could be intervened over a long time period. While, the short time period refers to the participatory process, the long period refers to a process longer than the participatory process (Table 8.1). The determination of the dimensions that can be intervened during the process is of critical importance, since this also provides the frame in which required actions can take place before or during the process. The determination of the areas where actions can be initiated against the hindering attributes of participatory processes would increase the change of realization of participatory processes.

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<sup>30</sup> In the present study the concept of intervention is not refer to attempt for change and/or control every individuals, interactions or every stages of the participatory process. It used to define necessary acts during the process and to design and moderate/facilitate process by being aware of these dimensions/attributes. Since the aim of intervention is to increase the chance of realization of the participatory processes, the intervention will help to reach consensus by democratic means by minimizing the hindering effects of the dimensions/attributes of participatory processes.

**Table 8.1:** The dimensions of participatory processes categorized which could be intervened and could not be intervened.

<b>Could Be Intervened</b>		<b>Could Not Be Intervened</b>
<b>Short-Time Period</b> (in the participatory process)	<b>Long-Time Period</b>	
<b>INTERPERSONAL RELATIONSHIP (Interactional Level)</b>		
Trust Relationships Being dominant Changes in relationships		Rivalry Hidden agenda Jealously
<b>POWER (Interactional Level)</b>		
Reward Punishment Expert power	Power using with social norms	Conformity Power elements Emotional power Hidden power
<b>COMMUNICATION (Interactional Level)</b>		
Communication Continuity of communication Building communication The focus of communication (emotional & rational)		Body language The effects of emotional dynamics The effects of rational decisions
<b>PERSUASION (Interactional Level)</b>		
Persuasion Peripheral way to persuasion Central way to persuasion Consensus Interactional factors affects the consensus building Procedural factors affects the consensus building Social dynamics factors affects the consensus building		Personal factors affects the consensus building Consensus Social dynamics factors affects the consensus building
<b>ATTRIBUTION (Interactional Level)</b>		
Effects of the inconsistency The factors affecting the inconsistency Interactions		Consistency-inconsistency Changing with the outer effects Interactions Changing with the inner effects
<b>CONTEXTUAL (Cultural-contextual Level)</b>		
Effects of the contextual differences	Effects of the local municipalities Effects of the NGOs	Contextual differences Local government NGOs

**Table 8.1:** The dimensions of participatory processes categorized which could be intervened and could not be intervened (cont'd).

<b>Could Be Intervened</b>		<b>Could Not Be Intervened</b>
<b>Short-Time Period</b> (in the participatory process)	<b>Long-Time Period</b>	
<b>SOCIAL DYNAMICS (Cultural-contextual Level)</b>		
Central persons Polarization Type of decision making Type of issues which were discussed Being unity-group Social sacredness Focusing Time management Social networks Problematic issues Group boundaries	Social identity Social capacity Groupthink	Groupthink
<b>CONFLICT (Cultural-contextual Level)</b>		
Grouping Hiving off		Conflict Grouping Put out of group Hiving off
<b>CULTURE (Cultural-contextual Level)</b>		
Effects of differences Effects of cultural norms Effects of cultural differences Dependence Effects of cultural characteristics Group boundaries Effects of the differences among individuals Togetherness of differences Linguistic difficulties	Dependence Collectivity Individualism Could not producing a share meaning External boundaries	Diversity and its effects Cultural norms and their affects Cultural differences Cultural characteristics External boundaries Collectivity Individualism Differences among the individuals Could not producing a share meaning
<b>ORGANIZATIONAL (Cultural-contextual Level)</b>		
Courses, activities, educations in the process Organization Resources of organization Process To be done in the process		Experiences in the process
<b>PROCESS OUTCOMES (Procedural Level)</b>		
Sustainability Process outcomes Success of the process Learning in process		



**Table 8.1:** The dimensions of participatory processes categorized which could be intervened and could not be intervened (cont'd).

<b>Could Be Intervened</b>		<b>Could Not Be Intervened</b>
<b>Short-Time Period</b> (in the participatory process)	<b>Long-Time Period</b>	
<b>PERSONAL CHARACTERISTICS (Individual Level)</b>		
	Prejudices Personal characteristics	Ego and ego conflict Disapprove-approve herself/himself Personal characteristics Felt emotions during the process
<b>ACTIVE CITIZENSHIP (Individual Level)</b>		
Participants Participation	Active citizenship Volunteering Awareness Consciousness	Participants

Based upon the findings of the present study, through the determination of the attributes of participatory processes reveal that almost half of the attributes of participatory processes could be intervened upon before and during the participatory processes. At this point, the importance of the process design stage, which was emphasized in the theoretical part of the present study, along with the need for monitoring throughout all stages of the process was noted. This was necessary so that precautions can be taken to ameliorate the hindering effects of the dimensions of participatory processes. During the process design stage, process designers and/or planners should complete in-depth analysis on the context and the stakeholders of the processes. Stakeholders and context analysis should be conducted to design a unique participatory process for each unique context. The hindering dimensions of participatory processes could be addressed before they become barriers to the realization of participatory processes. In addition to the process design stage, the process should be carefully monitored during all of the stages. This is because there could be hindering dimensions of the participatory process, which could not be seen and accounted for in the processes design phase.

Planners or process designers could use the explored attributes of participatory processes when they design a participatory process. In using the list of attributes of participatory processes, which could be introduced by way of interventions during the participatory

process, they could attempt to take the necessary precautions. Thereby, they could provide a means for the realization of participatory process.

In relation to the long-time period required attributes (Table 8.1); almost all of the attributes are at the individual and cultural-contextual levels. Although, some of these attributes could also be intervened during the process, most of these attributes would be changed at the end of the process as a result of the social influence process.

In short, this research showed that while most attributes of the participatory process at the interactional and procedural level could be intervened during the participatory process, most attributes on the individual and cultural-contextual level could not be addressed during the participatory process. Although some of these attributes could be intervened over a long time period, almost all of these attributes will be changed by the end of the participatory processes. This shows the transformative effects of participatory processes on all its components and the mutual social influence process. In addition to attributes that could be intervened over a short or a long period of time, there are other attributes of participatory processes, which could not be intervened (Table 8.1). Process designer and/or participatory planners should design the participatory processes aware of these dimensions/attributes to minimize their hindering effect.

In answer to the second research question “How much do socio-psychological dimensions explain the success of participatory processes?” I first identified the attributes and dimensions of the definition of success from respondents from four case location and their success evaluations, the multiple relationships between the dimensions of the case project process and its perceived success, as outlined in chapter 6. In discussing the findings, I will present the attributes and content groups of success definition of respondents, the attributes and content groups of the definition of success by respondents, the relation of the success of the case project process with the perceived dimensions and content groups as well as the pre-defined dimensions and attributes.

The present study explored how participants define success of a participatory process. Research findings revealed that different contexts define success in different ways, including, but not confined to, organizational, outcomes, individual, interactional and cultural-contextual content groups (Table 6.1). This means that participants define the success of their processes primarily in terms of the process and then in terms of the outcomes of the process, followed by individual, interactional and cultural-contextual content groups.

In addition, this research identified how participants evaluate the success of their own participatory processes. The total sample evaluated the success of their own processes within the context of organizational, outcomes, individual, cultural-contextual and interactional content groups (Table 6.3).

The findings on the evaluation and the definition of success of the participatory process affirmed the theoretical arguments of the present study: first, on the evaluation of participatory processes, which proposed the evaluation of participatory processes based on both process and products of the process and outcomes both social and spatial; the effects and importance of socio-psychological; as well as psychological and individual dimensions of the processes on the success of the processes. The findings based on the content analyses on the success of the process revealed the relation between success to the psychological and socio-psychological dimensions of the participatory processes. Comparing the findings revealed when evaluating the success, respondents mentioned psychological and socio-psychological attributes when defining success. This finding reveals that the actual effects of the psychological and socio-psychological dimensions on the participatory processes were at a higher level than what was initially thought by respondents. These findings, identified through multiple regression analyses in addition to content analyses, also revealed a relation between the socio-psychological dimensions and the success of participatory processes.

The findings of the research through multiple regression analyses revealed a substantial correlation between the cultural-contextual content group and its social dynamics dimension as well as the perceived success of the case project process among the perceived content groups and dimensions; the pre-defined socio-psychological dimensions and attributes previously identified in this study, revealed the substantial correlation between communication and its continuity of communication attribute, persuasion and its peripheral way to persuasion attribute, and attribution and its consistency and consistency effect's attributes to the success of participatory processes.

The findings of the relationship analyses affirmed the arguments of the communicative rationality and participatory processes based on communicative rationality. Developed and based on Habermas's communicative rationality; the theoretical discussions of the present study were also affirmed by these findings. While communication is the main concept on which communicative rationality is built, persuasion and attribution are two other socio-psychological dimensions that involved in consensus building and how to build it. The result

of the relationship analyses confirmed the arguments of this research that every participatory process that builds consensus as a precondition of its realization of participatory process by providing for the continuity of communication will be successful, and that the success of participatory processes should be evaluated in their own context as they are unique and hence incomparable to other processes and settings.

The findings also reveal that among all dimensions of participatory processes, the socio-psychological aspects that are more closely correlated to the success of the case project process. Both of the analyses showed significant relations between the success and the socio-psychological dimensions; in the cultural-contextual content group and its social dynamics dimension as well as the communication, attribution and persuasion dimensions. The differences between the findings of the analyses revealed that although the success of project process was affected by the cultural-contextual content group and its social dynamics dimension, respondents were more aware of the effects of the socio-psychological dimensions at interactional level including communication, persuasion and attribution. This finding means that the effects of the cultural-contextual content group and especially the social dynamics dimension are more perceived effects on the case participatory process and hence the success of any process depends in part on the participants' own evaluation of success. The findings also revealed the advantage of using a mix-method approach; the results of the analyses of data gathered through interviews and through rating showed some differences

In answer to the third research question "How do socio-psychological dimensions explain contextually different participatory processes?" I revealed the dimensions and attributes of contextually different participatory processes that differentiate these processes from each other, as outlined in chapter 7 (Table 7.30). In this chapter, I will make interpretations on the differentiation of case processes in terms of perceived dimensions and content groups as well as in terms of pre-defined socio-psychological dimensions and attributes. Then, I discuss each participatory process separately in relation to all the findings of this research. Thereby, I comprehensively address the differences between the contextually different participatory processes, which were introduced in chapter 3.

Looking at the findings of the discriminate analyses, as shown in Table 7.30, the most different participatory processes include the processes of Seyrek and Odunpazarı. While the process of Seyrek is different in terms of its success, communication dimension, continuity

of communication attribute, the social dynamics dimension and central person attribute; the process of Odunpazarı differs in terms of individual, interpersonal and procedural content groups, personal and organizational dimensions and the continuity of communication attribute. With regard to the two other participatory processes, while the process of Kaymaklı is differentiated with respect to the procedural content group and central person and restrictive norms attributes, the process of Gazi was different in terms of the individual content group.

Based on these findings in relation to the third research question, the participatory processes could be categorized into two groups; one includes Seyrek and Odunpazarı, and the other Kaymaklı and Gazi. The Seyrek and Odunpazarı processes were the most different processes among the four case processes in terms of their perceived dimensions; while the Gazi and Kaymaklı processes were similar in terms of they were affected from the differentiated dimensions negatively, which make these processes different from the other two cases.

Based on the development levels as well as of civil society of the localities where the participatory processes were conducted, the localities can be categorized once again into two groups; the first includes Odunpazarı and Gazi and the second Kaymaklı and Seyrek. These two different categorizations of the localities show the differences and to help highlight them the differences of the contextually different processes will be presented one after the other according to their contextual similarities. Thus, the differences between the four participatory processes will be singularly presented and compared to the other findings of the present study.

### **8.1.1 The interpretations of the findings on the participatory process of Odunpazarı**

Odunpazarı is a centrally located district in Eskişehir and was the most developed city amongst the other participant cities selected (DPT, 2004). In terms of the development level of civil society and NGOs, Odunpazarı can be regarded as one of the most developed case locations. When Odunpazarı became a participant in the case project, there were many NGOs present but no city council had been established, which is still the case today. On the other hand, the subjective descriptions of the respondents from Odunpazarı and the mayor show that the mayor conceptualizes participation as an end itself.

The present study revealed the following findings in answer to the research questions for the Odunpazarı process (Table 8.2):

1) While power, culture, conflict, organizational, personal and active citizenship dimensions were hindering; interpersonal relationship, attribution, persuasion, communication, social dynamics, process outcomes and contextual dimensions enhanced the participatory process of Odunpazarı. The findings show the individual content group as a hinder and that the interactional, cultural-contextual and procedural content groups enhanced the process of Odunpazarı.

2) Participants from Odunpazarı defined the success of a participatory process as procedural by more than one-third of the total, process outcomes as one-fourth, individual at about one-fourth, interactional at less than one percent and cultural-contextual also at less than one percent (Table 6.2). They evaluated the success of their own process as individual by more than one-third of the total, procedural by more than one-fourth, cultural-contextual at about one-sixth, interactional by more than one-tenth and outcomes at about one-twentieth of the total content groups (Table 6.4). These findings reveal that, although respondents define success by including the outcomes of process in over one-quarter of the total mentions, but when they evaluated their own success they hardly considered outcomes. This indicates that participants from Odunpazarı evaluated the success of the participatory practice in terms of the quality of the process instead of the products of the process. Secondly, although respondents defined success in terms of procedural and process outcomes content groups, accounting for more than three-fifths of the total mentions, when evaluating the success of the process, the ratio of individual, interactional and cultural-contextual content groups increased to about one-twentieth of the total. It can be deduced that even though respondents from Odunpazarı were aware of the effects of the psychological, socio-psychological and contextual dimensions on participatory processes, more than one-third of the total, the effect of these dimensions, more than three-fifths of the total mentions, are more than what was expected by the respondents. In addition, when both defining and evaluating success, the respondents from Odunpazarı mostly cited the individual content group from among all the other the psychological and socio-psychological dimensions.

In combining the findings related to the first and second research questions, I found that although respondents from Odunpazarı evaluated the success of their process mostly

depended on the individual content group, it was the only content group that hindered their participatory process. This could be a reason why the process at Odunpazarı was not the most successful among the four cases of participatory processes. When evaluating the findings all together, communication, attribution, persuasion and social dynamics dimensions were seen to be the most significantly correlated dimensions in relation to the success of this participatory process. When examining the hindering and enhancing effects of these dimensions on the process at Odunpazarı, all these dimensions were seen to have enhanced the process, which also explains the success of the Odunpazarı process.

3) The participatory process of Odunpazarı significantly differed from the other participatory processes in terms of the interactional content group, continuity of the communication during the project process, procedural level and the organizational dimension, as well as the individual content group and the personal dimension. Combining the findings of the third research question with the first and second questions reveals that between the dimension and attributes, continuity of the communication attribute has significant correlation with the success of the processes. Since the “communication” dimension enhanced the Odunpazarı process, the correlation among the findings of the research questions affirms the Odunpazarı process as one of the successful processes.

### **8.1.2 The interpretations of the findings on the participatory process of Gazi**

Gazi was a centrally located district of Samsun founded in 1994. However, it was annulled and merged with the İlkadım Municipality (Samsun) in 2009. According to the DPT report (2004), Gazi was the second most developed city amongst the other participating cities in the project. When Gazi became a participant in the case project, there were many NGOs active there but no city council had been established. Moreover, the subjective descriptions of the respondents from Gazi reveal that the mayor accepted participation as a means to an end.

The present study obtained the following findings in response to the research questions for the Gazi process (Table 8.2):

1) Except for the communication and process outcomes dimensions, all other dimensions and general content groups were seen to have hindered the participatory process of Gazi. The present study revealed that explored dimensions of participatory process mostly hindered the Gazi process.

2) Participants of Gazi defined the success of a participatory process as procedural at about one-half of the total mentions, cultural-contextual around one-fifth, interactional as one-sixth, individual, about one-sixth, and process outcomes less than one-twentieth of the total content groups (Table 6.2). They evaluated success of their processes as procedural at one-half of the total, interactional at almost one-quarter, individual as about one-seventh, and cultural-contextual at more than one-tenth of the total content groups (Table 6.4). These findings reveal that respondents from Gazi define success barely referring to the outcomes of the process, and when they evaluate their success they did not mentioned outcomes at all. This indicates that participants from Gazi evaluated the success of the participatory practice through the process instead of products of the process. Also, during both the defining success and evaluating the success of their own processes, respondents of Gazi mentioned procedural and process outcomes content groups at one-half of the total, and interactional, individual and cultural-contextual content groups at one-half as well. When defining success they almost equally mentioned the cultural-contextual, interactional and individual content groups; when evaluating success they mostly mentioned the interactional content group. Thus respondents from Gazi were aware of the affects of the psychological, socio-psychological and contextual dimensions on participatory processes, and they evaluated participatory process equally dependent on the process, the psychological, socio-psychological and contextual dimensions. When defining success the respondents from Gazi mostly cited the cultural-contextual content group and when evaluating the success they cited mostly the interactional content group from among the psychological and socio-psychological dimensions.

When combining the findings of the first and second research questions, I found that although the respondents from Gazi evaluated the success of their process to mostly depend on procedural, interactional, individual and cultural-contextual content groups, all these content groups hindered the process of Gazi. This could be the reason why the process at Gazi was the least successful of the four cases of participatory processes, reinforced by the fact that respondents from Gazi evaluated their process as not successful. When evaluating the findings all together, communication, attribution, persuasion and social dynamics dimensions were the most significantly correlated dimensions with the success of this participatory process. When examining the hindering and enhancing effects of dimensions on the process in Gazi, only the communication dimension was seen to have enhanced the process. This result also explained the low level of success in Gazi.



**Table 8.2:** Findings of the study for each locality as participant of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project.

			<b>Success definition</b>	<b>Success evaluation</b>	
	<b>Hindering</b>	<b>Enhancing</b>			
ODUNPAZARI (ESKİŞEHİR)	Interactional	Power	Individual (3) Interactional (4) Cultural contextual (5)	Interactional (4)	Interactional content group (emphasize importance) Continuity of communication attribute
	Cultural-contextual	Culture Conflict		Cultural contextual (3)	
	Procedural	Organizational	Organizational (1) Outcomes (2)	Organizational (2) Outcomes (5)	Procedural content group and Organizational dimension in it
	Individual	Personal Active-citizenship		Individual (1)	Individual content group Individual content group (emphasize importance) Individual content group (hinder) personal dimension
	Interactional	Interactional-relationship Power Attribution Persuasion		Interactional (3)	Interactional (2)
GAZI (SAMSUN)	Cultural-contextual	Social dynamics Culture Contextual Conflict	Cultural-contextual (2)	Cultural-contextual (4)	
	Procedural	Organizational	Organizational (1) Outcomes (5)	Organizational (1)	
	Individual	Active citizenship Personal	Individual (4)	Individual (3)	Individual content group
		Process outcomes			

**Table 8.2:** Findings of the study for each locality as participant of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project (cont’d).

	general content groups	socio-psychological dimensions of participatory processes (Rq1)		the success perceptions of the participants (Rq2)		socio-psychological differences of the processes due to the contextual differences (Rq3)
		Hindering	Enhancing	Success definition	Success evaluation	
KAYMAKLI (NEVŞEHİR)	Interactional	Interactional relationship Power Attribution Persuasion	Communication	Interactional (5)	Interactional (5)	
	Cultural-contextual	Social dynamics Contextual Conflict	Culture	Cultural contextual (4)	Cultural contextual (4)	Central person Restrictive norms
	Procedural	Organizational	Process outcomes	Organizational (1) Outcomes (2)	Outcomes (1) Organizational (2)	Procedural content group (hinder)
	Individual	Active-citizenship Personal		Individual (3)	Individual (3)	
	Interactional	Power	Interactional relationship Communication Attribution Persuasion	Interactional (3)	Interactional (4)	The most successful participatory process, Communication dimension Continuity of the communication
	Cultural-contextual	Conflict	Social dynamics Culture Contextual	Cultural contextual (3)	Cultural contextual (3)	Social dynamics Central person attribute
SEYREK (ZMİR)	Procedural		Process outcomes organizational	Organizational (1) Outcomes (2)	Outcomes (1) Organizational (2)	

3) The participatory process of Gazi significantly differed from the other participatory processes in terms of the individual content group. Combining the findings of the third question with the first and second research questions reveals that the individual content group dimensions' hindering effects differentiated the process in Gazi in negative terms. With the exception of communication and process outcomes, all dimensions were seen to have hindered the process in Gazi, the correlation among the answers of the research questions affirm that the process in Gazi was unsuccessful.

### **8.1.3 The interpretations on the findings on the participatory process of Kaymaklı**

Kaymaklı, a central sub-district of the city of Nevşehir, was established in 1952 and is the third most developed area amongst the cases of the present study. When Kaymaklı became a participant in the case project, the city council along with its women and youth assemblies had already been established, but there were no NGOs active in the area. The subjective descriptions of the respondents from Kaymaklı reveals that the mayor explained his participation approach as both as an end in itself and as a means to an end.

The findings of the main research questions of the study for Kaymaklı are as follows (Table 8.2):

1) Except for the communication and process outcomes dimensions, all other dimensions and general content groups were seen to have hindered the participatory process of Kaymaklı. The present study revealed that explored dimensions of participatory process mostly hindered the Kaymaklı process.

2) Participants of Kaymaklı defined the success of a participatory process as procedural by almost one-half of the total, outcomes as one-third, individual at one-tenth, cultural-contextual by more than one-twentieth, and interactional by more than one-twentieth of the total content groups (Table 6.2). They evaluated the success of their processes as outcomes by almost one-half of the total, procedural at almost one-fifth, individual by almost one-sixth, cultural-contextual at almost one-seventh, and the interactional by more than one-twentieth of the total content groups (Table 6.4). These findings reveal that respondents defined success also by mentioning procedural in almost one-half of the total and the outcomes of the process at one-third of the total. When they evaluated success, they mentioned outcomes as nearly one-half of the total and procedural as almost one-fifth of the

total content groups. This means that participants from Kaymaklı evaluated the success of the participatory practice in terms of outcomes as the products of process instead of the process itself. The respondents' definition of success was mostly the procedural and process outcomes content groups in more than three-quarters of the total mentions.

When the evaluated the success of the process, the ratio of procedural and process outcomes content groups decreased to about three-fifths of the total. This reveals that respondents from Kaymaklı were aware of the effects of the psychological, socio-psychological and contextual dimensions on the participatory processes, more than one-fifth of the total, and the affects of these dimensions are more than one-third of the total, which are more than what was expected by the respondents. When both defining and evaluating success, the respondents from Kaymaklı mostly cited the individual content group among the psychological and socio-psychological dimensions.

While comparing the findings relevant to the first and second research questions, I found that respondents from Kaymaklı evaluated the success of their process mostly in terms of process outcomes, among all content groups only process outcomes enhanced the process of Kaymaklı. This could be the reason why the process at Kaymaklı was not evaluated as unsuccessful as in the process in Gazi, nor was it evaluated to be as successful as in Odunpazarı and Seyrek. When evaluating the findings all together, communication, attribution, persuasion and social dynamics dimensions were found to be the most significantly correlated dimensions to the success of this participatory process. The examination of the hindering and enhancing effects of dimensions on the process in Kaymaklı showed that only the communication dimension enhanced the process. This result also explained the success level of Kaymaklı.

3) The participatory process in Kaymaklı was significantly different from the other participatory processes in terms of central person, restrictive norms and the procedural content group dimensions of participatory processes. Comparing the findings of the third research question with the first and second questions, reveals that central person, restrictive norms and the procedural content group dimensions' hindering effects differentiated the process in Kaymaklı in negative terms. The dimension and attributes, central person and restrictive norms are in the social dynamics dimension, has significant correlation with the success of the process. Since the social dynamics dimensions hindered the Kaymaklı's

process, this correlation among the answers to the research question reaffirms the process in Kaymaklı as unsuccessful.

#### **8.1.4 The interpretations of the findings on the participatory process of Seyrek**

Seyrek was the least developed area among the cases in the present study. Seyrek was a sub-district of Menemen (İzmir) founded in 1994. However, it was annulled and became a neighborhood of Menemen in 2009. When Seyrek became a participant of the case project there was no NGOs and a city council had not been established. However, subjective descriptions of respondents from Seyrek group reveal that the mayor accepted participation as both an end itself and as a means to an end.

The findings of the main research questions for Seyrek are as follows:

1) Except for the power, conflict, active citizenship and personal dimensions, all other dimensions and general content groups of participatory processes were seen to have enhanced the participatory process of Seyrek. The present study revealed that dimensions of participatory process mostly enhanced the process of Seyrek.

2) Participants in Seyrek defined the success of the participatory process by procedural and outcomes each by almost one-half of the total, and interactional and cultural contextual both at one-twentieth each of the total content groups (Table 6.2). They evaluated the success of their processes by outcomes, at about one-half of the total; procedural is around one-third, interactional, barely mentioned, and cultural-contextual at about one-fifth of the total content groups (Table 6.4). These findings reveal that respondents defined success mostly in terms of mentioning the procedural and outcomes content groups at nine-tenths of the total. In evaluating their success, they mentioned outcomes at almost one-half of the total, and procedural at nearly one-third of the total content groups; combining the two results equals to four-fifths of the total. This means that the participants from Seyrek evaluated the success of the participatory practice both in terms of the products of the process and the process itself based on the outcomes. Second, although the respondents' definition of success mostly mentioned procedural and process outcomes content groups; when evaluating the success of the process, the ratio of procedural and process outcomes content groups decreased to four-fifths. This reveals that respondents from Seyrek were not aware of the effects of the psychological, socio-psychological and contextual dimensions on

participatory processes, (one-tenth of the total) as much as the other respondent groups, the perceived effects of these dimensions (one-fifth of the total) are more than what was expected by the respondents. When defining success, the respondents from Seyrek cited cultural-contextual and interactional content groups at the same level, and evaluated success cited the cultural-contextual content group among the psychological and socio-psychological dimensions.

While comparing the findings for the first and second research questions, I found that respondents from Seyrek evaluated the success of their process as being mostly dependent on process outcomes, procedural and cultural-contextual content groups. All these content groups enhanced the process in Seyrek. This could be the reason why the process in Seyrek was evaluated as the most successful process in this study. When evaluating the findings all together, communication, attribution, persuasion and social dynamics dimensions were seen to be the most significantly correlated dimensions with the success of a participatory process. Examining the hindering and enhancing effects of dimensions on the process showed that only in Seyrek that of all these dimensions enhanced the process. This result also explained the success level of the Seyrek process.

3) The participatory process in Seyrek is significantly different from the other participatory processes in terms of its success, communication dimension and continuity of the communication, social dynamics dimension and the central person attribute of this dimension (Table 8.4). These findings show that the process in Seyrek is different from the other processes in terms of its two socio-psychological dimensions, which both enhanced the process of Seyrek. Comparing the findings of the third research question with the first and second research questions, reveals that communication, social dynamics dimension and their two attributes, and cultural-contextual content group and its social dynamics dimension differentiated the process of Seyrek. From these aforementioned dimensions and attributes, communication and continuity of communication, and social dynamics dimension are the two dimensions and the attribute, which has significant correlation with the success of the processes. The correlation of the answers to the research questions reaffirms the process in Seyrek as the most successful process.

## **8.2 The Interpretations of the Findings on the Participatory Process of Gazi & Odunpazarı and Kaymaklı & Seyrek**

While each of the case participatory processes has shown to be unique, they can be categorized into two groups in terms of the similarities between the characteristics of the districts and their approach to participatory processes. The first group includes Odunpazarı and Seyrek, which were comparatively successful processes from the point of view of respondents. On the other hand, while Odunpazarı is the most developed district, Seyrek was the least developed. Moreover, although the respondents evaluated the processes of Seyrek and Odunpazarı as the most successful processes, their socio-psychological dimensions are different. Therefore, in this part, the localities are categorized based on their contextual similarities and socio-psychological dimensions of their participatory processes. In terms of socio-psychological dimensions' common characteristics, the processes in Kaymaklı and Seyrek were more alike, while the processes in Gazi and Odunpazarı were more similar. This reveals that while the success of participatory processes were related to creation of shared meaning, instead of the development levels of the area and civil society, as the processes in both Odunpazarı, the most developed area, and Seyrek, the least developed area and most successful, could be successful. The respondents' evaluation and definition of success from all four case participatory processes show similarities corresponding to their contextual similarities. While the dimensions of contextually different participatory processes were similar, the effects of these dimensions are varied in each participatory process. In this upcoming part, I will present the common dimensions of the case processes that differentiated the processes, by discussing their different effects on the processes by categorizing the four cases into two groups, the first group Gazi and Odunpazarı, and the second is Kaymaklı and Seyrek. I will show the similarities from among the success definitions and evaluations of the respondents based on the similar contexts. In addition to analytical results, I will discuss the attributes of those participatory processes that were effective in the participatory process. Finally, I will make interpretations on the participatory processes of Odunpazarı and Gazi as well as Kaymaklı and Seyrek by means of their common effective attributes.

### **8.2.1 The interpretation on the participatory processes in Odunpazarı and Gazi along with the common effective dimensions of these processes**

As the most developed areas in the case study, Odunpazarı and Gazi and their participatory processes share common characteristics. Both processes were different in terms of their

individual content group. Respondents from both locations define and evaluate success as dependent on the process, instead of the outcomes of the process. While respondents from Odunpazarı evaluate success by citing the procedural content group, more than one-quarter of the total, and outcomes less than one-twentieth of the total, respondents from Gazi evaluate success by citing procedural at one-half of the total, and outcomes were not mentioned out of all the content groups. The findings reveal that respondents from both Odunpazarı and Gazi cite outcomes the least when evaluating the success of their own participatory processes. Instead, respondents from both localities most cited psychological, socio-psychological and cultural-contextual content groups respectively, seven-tenths of the total mentions of Odunpazarı's respondents and one-half of the total mentions of Gazi's respondents. This finding reveals that respondents from Odunpazarı and Gazi conceptualized the participatory process as an end in itself, and they were aware of the effects of the psychological, socio-psychological and cultural-contextual content groups. However in the processes of both Odunpazarı and Gazi, their dimensions and their effects on the processes were revealed to be significantly different.

In revealing the similarities and differences between these processes, I found that while the attributes of disfavor and conformity were similar, the central person attribute was different. Therefore the socio-psychological attributes of personal, power and social dynamics dimensions became the determinants of the processes in Odunpazarı and Gazi. In this part, I will discuss these three attributes with their effects on the Gazi and Odunpazarı processes.

*Regard with disfavor as*, was in terms of respondents' mentions, the one of the most cited attributes relating to the case project process. In particular, participants from Odunpazarı and Gazi saw it as one of the most important psychological attributes in the personal dimension of the individual content group. Most of the participants from Odunpazarı and Gazi did not approve of participants from the other areas. While some participants from Odunpazarı did not approve of other participants from their own area, most did not approve of participants who were not from Odunpazarı. In another example, the mayor of NGOs from Odunpazarı did not recognize the authority of a mayor from a town located in Eastern Anatolia. In a similar vein, the participants from Odunpazarı and Gazi did not approve of many individuals and municipalities outside their area. Several did not approve of their own mayor and the success of the Odunpazarı Municipality in the project process. However, almost all participants from Gazi mentioned the Beyoğlu mayor positively. As the participants from these two selected locations generally did not approve of the participants from the other



participant localities. Therefore, we can conclude that being a part of a multi-partnership project was not very appealing for them. In the case of Gazi, participants only tried to build relations with Beyoğlu Municipality and its mayor but not with any other participants from outside the city. Therefore, regard with disfavor as a personal attribute partially shows the similarity between the processes in Odunpazarı and Gazi.

*Central person*, as the most cited attribute among all the attributes of the case project process, is the one of the most important socio-psychological attributes in the social dynamics dimension. During the participatory processes in both Odunpazarı and Gazi, as the more developed contexts, the charisma of the central person as a leader and being a leader without any party affiliation was seen as more important than the leader. In the case of the present study, the mayors of Odunpazarı and Gazi Municipalities did not participate in the process actively. However, in the Eskişehir case, there was an advisor to the mayor who designed the project and asked STGM for their help. The advisor had a very high aspiration to work with NGOs. Representatives of the NGOs felt respect and trust for this central person. In the Gazi case, there was also an advisor to the mayor who was responsible for the project and he had applied to be a partner of the project. However, because of both the mayor's and his advisors' overall lack of authority, and their inconsistency with the NGOs, the Gazi process was affected negatively. For these reasons, the NGOs could not have a sense of ownership. These two cases and differences among their processes show the importance of central person and leadership.

In addition to the mayors and their advisors, the leaders without any political affiliation had critical importance during the participatory processes. In the case of Odunpazarı, although the municipality provided financial support to ESYO, the mayor did not use the organization as a political tool. Moreover, the mayor did not dominate the activities of ESYO and he was not a decision maker for ESYO. In the structural make up of ESYO, there is a facilitator team, which is selected through a vote by all ESYO members. Some members of the facilitator team, who did not have any political affiliation, became leaders of the process. In addition to the role of central persons and leaders, ESYO made the Odunpazarı process procedurally and organizationally different. Therefore, the central persons of these two processes partly explain the differences between the processes of Odunpazarı and Gazi.

*Conformity based on ideological rivalry* was the one of the most cited attributes among all the attributes of the case project process. As such, it is one of the most important socio-

psychological attributes in the power dimension. While in Odunpazarı, the mayor and his political affiliation did not dominate the process. In both Odunpazarı and Gazi conformity, based on ideological rivalry between different social groups, was seen to affect their participation. In the case of Odunpazarı, although the mayor did not participate in the process nor use it or ESYO for political gain, some of the participants were seen to have left the process for ideological reasons. Although they did not report any negative experiences, they explained their decision to leave the group in terms of conformity and not wanting to be “that type of person” in their own words. In the case of Gazi, although the process was short-lived, some of the interviewees mentioned conformity as being a factor influencing their participation in the process, especially during meetings with people with different political affiliations. These individuals from different political-ideological opinions did not prefer to come together with others they considered ideological rivals. In the present study, mostly participants from Gazi and Odunpazarı mentioned conformity. Although they did not believe the project or activity was useless they did not prefer to participate and to be with the “others”. At this point the differences between these two processes and the success of the Odunpazarı process could partly be explained by the involvement of ESYO, an organization that does not have any political affiliation and could not be cited as a reason for conformity. While ESYO was developed as a civil–local initiative and with the support of the Odunpazarı municipality, different social groups came together under the roof of ESYO. Clearly, it successfully avoided presenting the relationship between ESYO and the municipality in way that would alienate others with different political affiliations. Among the respondents of the Gazi process, a participant who had a different ideological perspective and participated in the process explained the conformity that she felt had been used against her after her participation in meetings with the “others.” Moreover, conformity could partly explain the reason for the failure of the Gazi group to mobilize consensus. Therefore, conformity and differences between the strategies to overcome it in the processes, somewhat explain the differences in the processes of Odunpazarı and Gazi.

### **8.2.2 The findings for the participatory processes in Kaymaklı and Seyrek along with the common effective dimensions of these processes**

As the least developed areas in the case study, Seyrek and Kaymaklı shared common characteristics in terms of their participatory processes. Both differed in terms of their central person attribute and social dynamics dimension. The respondents from both locations defined and evaluated success as dependent on the outcomes of the process rather than the

process itself. Respondents from Seyrek evaluated success by citing procedural by just about one-third of the total, and outcomes at almost one-half of the total. The respondents from Kaymaklı evaluated success by citing procedural at about one-fifth of the total, and outcomes at nearly one-half of the total of all the content groups. The respondents from both localities cited psychological, socio-psychological and cultural-contextual content groups respectively at more than one-fifth and one-third of the total. These findings reveal that respondents from Seyrek conceptualized participatory process both as an end itself and as a means to an end, while respondents from Kaymaklı conceptualized it only as a means to an end. Moreover, it appears that they were not aware of the effects of the psychological, socio-psychological and cultural-contextual content groups as much as the respondents from the other cases. The processes in Seyrek and Kaymaklı were thus seen to be similar to each other and to be significantly different to Odunpazarı and Gazi in terms of these socio-psychological dimensions and their effects.

When the processes of Kaymaklı and Seyrek are compared to each other we see significant differences in their socio-psychological dimensions and their effects on the process. The analyzed findings of the field study revealed the similarities and differences between these processes. I intuitively observed that while the social norms and central persons attributes accounted for differences, accepting the process as an income gaining activity made them similar. These socio-psychological attributes, of the culture and social dynamics dimensions, became the determinants of the process in Seyrek and Kaymaklı. In this part, I will discuss these attributes along with their effects on the Seyrek and Kaymaklı processes.

*Central persons* as the most cited attribute among all the attributes of the case project process, is one of the most important socio-psychological attribute in the social dynamics dimension. In the less developed contexts case, where civil society has not been developed, the effort to develop a sense of ownership of the process amongst the participants appeared to be more difficult than in the places located in city centers as well as higher levels of education and income. During the participatory processes the less developed areas, the role of the central person gained critical importance. The present study showed that in the case of Seyrek, the central person enhanced the participatory process; while in the case of Kaymaklı the central person hindered the participatory processes. Respondents from Seyrek claimed that the central person attribute enhanced their process, even though it excluded some people who did not agree with the leader or share her political affiliation. In Seyrek, the participatory process included women and men from the local population who were

supporters of the mayor and her political affiliation. This finding suggests that the political affiliation and role of the central person are as important to processes undertaken in areas with a less developed civil society, when compared to the case's more developed areas. Conversely, in Kaymaklı, although the mayor as a central person was seen to have affected the process positively, he did not have enough time to follow all activities and gave authority on his behalf to his secretary. The secretary was seen to have affected the process negatively according to the respondents from Kaymaklı. The focus of the project was on the empowerment of women and that decision rested with the central persons in the Kaymaklı which included only local women. However, the women did not participate in any of the general meetings organized by STGM. These findings help us to understand why both Seyrek and Kaymaklı failed to extend the benefits of their processes to the all the local population. This failure was attributed to the political affiliation of the central person in Seyrek and on the exclusive focus on women in Kaymaklı. Therefore, the central persons of these two processes to a degree explain the differences and similarities among the processes in Kaymaklı and Seyrek. In terms of central person attribute in both locations, no other leader was seen to have emerged from within the society.

***Social norms***, as the one of the most cited attributes of all the attributes in the case project process, is one of the most important socio-psychological attributes in the culture dimension. According to the subjective descriptions by the respondents of Kaymaklı and Seyrek, their participation and participatory processes were affected by social norms, especially at the onset of the participatory process. Although, Seyrek is in Western Anatolia and Kaymaklı is in Central Anatolia, both of these sub-districts were seen to have similar patriarchal and traditional social structures. However, in both cases, the participatory process was seen to have affected the social structure and some social norms were altered. Therefore, the social norms and changes that were seen to have occurred as a result these two processes to a certain extent explain the differences and similarities between the processes of Kaymaklı and Seyrek.

***Income gaining/generating activities*** were among the factors that could partly explain the differences and similarities of the participatory processes in Kaymaklı and Seyrek. Although it is not an attribute or dimension of participatory processes, it is a factor explaining the similarities of these two processes. The field study revealed that in the less developed area context, where education and income levels of a population were lower, people were not very interested in participation. In both Seyrek and Kaymaklı, central persons tried to secure

the participation of the local people in the process through money-earning activities. In other words, the central persons in these two processes used the prospect of earning money to persuade the population to participate. However, this practice was to have a negative effect on the way participants perceived the participatory process. Attempts to reward people for their participation proved to be a short-term solution. While it initially secured their participation, this practice also created long-term problems in both participatory processes. The use of income gaining activities to provide for participation partially explains the similarities in the processes of Kaymaklı and Seyrek.

Up until now, I have presented the findings of the present study in relation to the research questions, then introduced the findings of this research for each case participatory process separately, as well as categorized and presented the case participatory processes and the location where the participatory processes were conducted. These were discussed in two groups to clarify differences and similarities between the four cases of participatory processes. Lastly, in the following part, I will summarize the major findings of the present study and accordingly suggest areas for further studies.

### **8.3 The Major Findings of the Present Study and Proposals for Further Studies**

In this part, I present the major findings of the present study and their implications for future research. First, I summarize those findings related to theoretical discussions of the present study, and then present the answers to the research questions based on the empirical findings of the present study. Additionally, I address findings that specifically relate to the case project process and the case participatory processes as well as discuss findings that have implications for researchers and practitioners in terms of studying and evaluating participatory processes. Lastly, I will refer to findings that have implications for future participatory processes and participatory practice in general.

Findings on theoretical discussions of this study and research proposal for further studies are as follows:

- The present study found major differences in understanding between the mayors of the municipalities in each case, particularly in terms of their basic concept of participation. While some accepted participation to planning as an end itself, one saw it as a means to an end and another as both an end itself and a means to an end. This study found that the central

persons' conceptualizations of participation clearly influenced the outcomes of the participatory processes and their successes.

It was noted in the present study, due to the limited number of the cases studied, such a claim should be affirmed by further empirical studies. Further studies could focus on the effects of the participation conceptualization of decision makers on the participatory processes.

- The respondents' conceptualization of participatory process was revealed by their evaluations of the success of their process. While some groups were seen to accept participatory process as an end itself, one group accepted it as a means to an end and another accepted it both as an end itself and as a means to an end. When these results were compared with the area's development levels, we saw that respondents from more developed areas conceptualized the participatory process as an end itself and those from less developed areas saw it as a means to an end or both as an end itself and as a means to an end. This finding reveals a relation between the conceptualization of participatory planning and participants' educational level, occupation, and other demographic and contextual factors.

As noted in the present study, due to the limited number of respondents from each area and the limited number of areas studied, this claim should be affirmed by further empirical studies. Additional studies could focus on the effects of the participants' educational level, occupation, income level and other demographic factors on their conceptualization participation and participation in planning process. Such studies could clarify the relation between an individual's background and their conceptualization of participation.

- There are three main components of participatory processes. The individual/society, context, and the participatory process itself. During the participatory processes these main components affect each other mutually. Therefore, a participatory process can be seen as a mutual social influence process.

Accepting the participatory process as a social influence process, further research and participatory processes should be conducted with an awareness of the factors affecting the participatory process not only related to the process itself, but also those that relate to the individual/society and contextual domains. As the present study revealed the effects of the psychological, socio-psychological and cultural-contextual factors on participatory processes, the effects of each main component or domain on the others were able to be

explored in each participatory case process. The results showed the effects of process on the individual/society and contextual domains and their effects on the participatory processes.

After presenting findings on the theoretical discussions of this study, I will present the empirical findings of the research beginning from the first research question. Findings of the first research question, and research proposal for further studies as follows:

- During my study of the main components of processes and with regard to the empirical data, I identified various dimensions of participatory processes, which I assembled and categorized into four groups as individual, interactional, cultural-contextual and procedural. The individual content group includes personal characteristics and active citizenship dimensions; the interactional content group includes relationships, power, attribution, persuasion and communication dimensions; the cultural-contextual content group includes social dynamics, conflict, contextual and culture dimensions; and the procedural content group includes process and process outcomes dimensions.

Future research should continue to further examine the various dimensions of participatory processes and their effects on the contextually different participatory processes. Additional participatory processes should be conducted with an awareness of these dimensions including the psychological, socio-psychological and cultural-contextual ones, besides the usual focus on procedural dimensions. More research could examine the socio-psychological dimensions and attributes of participatory processes with the perceptions of the participants. The effects of demographic variables such as age, gender, education, and income of participants within the same participatory process or within contextually different participatory processes should also be examined in more detail.

- The 13 dimensions and 90 attributes of participatory processes that I identified were seen to both enhance and hinder participatory processes in different locations. I found that while one dimension was seen to enhance a participatory process of one locality that same dimension hindered another participatory process. These findings reveal first, the existence of mutual relations among the main components of participatory processes, and second, the effects of contextual differences on participatory processes.

Further studies should explore, in addition to the 13 explored dimensions I identified in four levels as interactional, cultural-contextual, procedural and individual, other dimensions and



their enhancing and/or hindering effects on participatory processes, such as religious, political, ideological, socio-economical, institutional and psychological dimensions.

- Among the 13 explored dimensions of participatory processes, I found that while communication and process outcomes dimensions enhanced the four contextually different participatory processes; the other 11 dimensions hindered these processes. Although the present study was developed and based on the participatory planning approach based on Habermas's communicative rationality, this result affirms the critique of the Foucauldian literature in terms of the concept of power and the views of Mouffe and her followers in terms of the concept of conflict. Therefore, this research clarifies the need for considering both the enhancing effects of communication and the hindering effects of the power and conflict dimensions on participatory processes.

Further studies could therefore examine the enhancing effects of communication and hindering effects of power and conflict dimensions in different participatory processes, with a view to identifying what forms of intervention could be implemented to decrease the hindering effects of the power and conflict dimensions in different contexts, and to improve the promoting effects of the communication dimension on participatory processes.

- I found that most of the attributes of participatory processes could be supported by interventions during a participatory process. Therefore planners, participatory process designers and facilitators of processes should be made aware of these attributes, so as to increase their capacity to make meaningful interventions in support of realization and the success of participatory processes. When evaluating the attributes that would benefit from such interventions, I found that while most of the attributes in the interactional and procedural levels could be supported in planning practice, the attributes in the individual and cultural-contextual levels could not. This finding illustrates the importance of focusing on the socio-psychological dimensions, by addressing their hindering attributes, practitioners would be more able to counter and thus decrease their hindering effects on the participatory process itself.

Additional studies could focus on the ways in which the various attributes of participatory processes are seen to intervene with the process. Researchers could also focus on the qualities of interventions to address these attributes in practice. The short- and long-term interventions and their methodologies should be examined in detail. Then researchers could



work towards developing methods of intervening to counter such hindering effects on participatory processes. Such a guide would assist participatory planners and process designers to enhance the realization of change within participatory process in practice. Practical studies and activities could be conducted to identify viable forms of interventions such as education, capacity development and trust building, which practitioners could employ according to the specific needs of the individuals, their interactions and context.

The following is based on the findings of the second research question along with a research proposal for further studies:

- I found that participants from different contexts defined the success of their participatory process in different ways. This finding revealed that each area defined the success of their participatory process in a different way by citing the procedural, outcomes, psychological, socio-psychological and contextual dimensions at different levels. The procedural and process outcomes dimensions were most cited when participants were asked to initially define the success of participatory processes.

Further research studies could explore the different success definitions within the context of other participatory processes; and examine the relationships of success definition to the participants' demography and background, with reference to: factors such as age, gender, education, political view, religion, social, socio-economical conditions; their contextual differences; as well as their project expectations and desired ends of the project.

- Success of any given participatory process should be evaluated in its own context by the participants of the process. In the present study, I found that each area evaluated the participatory process in a different way. Across the sample, the procedural and process outcomes dimensions of the participatory processes were the most cited dimensions used to evaluate the success of participatory process in the case project. The respondents from less developed areas evaluated the participatory process mostly by the process outcomes dimension, while the respondents from more developed localities mostly evaluated theirs in terms of the procedural, psychological, and socio-psychological dimensions.

Additional research could explore the evaluations of respondents from different contexts; examine the reliability of the relationships explored in the present study in contextually different participatory processes; determine differences among the success evaluation of the

participants based on: the participants backgrounds, such as age, gender, education, political view, religion, social, socio-economical conditions; contextual differences; and projects and expectations as well as desired ends of these projects.

- The present study confirmed that communication, attribution and persuasion are socio-psychological dimensions of significance to the success of participatory processes. The present study also affirms the arguments of the communicative rationality and participatory planning approaches it is based upon. The empirical findings also showed the importance of these dimensions to the success of participatory planning processes, particularly in terms of communication and consensus building, hence endorsing the basic concepts of the communicative rationality and participatory planning.

Further research could examine the reliability of the explored relations between the dimensions of participatory processes and their successes in contextually different participatory processes; evaluate the success of participatory processes by respondents' subjective descriptions on the communication, persuasion and attribution dimensions and their ratings of these dimensions; and explore new relationships among the socio-psychological dimensions as well as the success of participatory processes in contextually different participatory processes.

- The present study revealed that the cultural-contextual content group and its social dynamics dimension of participatory processes are significantly correlated with the success of participatory processes. The findings showed, in addition to the three socio-psychological dimensions, a socio-psychological dimension at the social level also has substantial correlation with the success of participatory process.

Additional research could examine the reliability of the explored relations between the participatory processes and their successes in contextually different participatory processes; evaluate the success of participatory processes by the respondents' subjective descriptions on the social dynamics dimension; and explore new relationships among the dimensions and the success of processes in contextually different participatory processes.

The findings and research proposals for further studies based on the third research question are as follows:

- Every planning context is unique and so is every participatory process. The present study showed that although they were partners to the same project, the participating municipalities differed in terms of their local processes. I found that the processes had contextual characteristics unique to each area. Therefore, participation strategies should be locally determined.

Further research may examine and compare the socio-psychological dimensions of participatory processes as well as the psychological and procedural' dimensions of participatory processes in different contexts. To emphasize the effects of contextual differences of participatory processes, more field studies in different contexts are required, particularly where such processes are undertaken as part of a broader project as was in the case of the present study. Future studies could focus on contextually different processes to explore the invisible reasons for their differences.

- Although each participatory process is unique, the present study showed that the contextual characteristics partially determined the similarities and differences between the participatory processes of each participating municipality. Among the four cases in the present study, while the processes in the more developed localities were different in terms of the individual level, less developed localities were different in terms of socio-psychological dimensions at the socio-cultural level. This result revealed that in less developed areas participatory processes were determined mainly by the socio-psychological attributes at the socio-cultural level, while in more developed areas the participatory processes were determined mainly by psychological attributes. It could be inferred that this finding related to greater individualistic attitudes are observed in the more developed and urbanized locations, and a greater amount of collectivism is noted in the less developed and smaller contexts.

This study found that further studies should explore the similarities and differences of contextually different participatory processes, as the procedural, socio-contextual, interactional and individual dimensions of participatory processes have hindering or enhancing effects on the contextually different participatory processes, it is necessary to further to explore the dimensions which resulted in similar participatory processes in different contexts. Although the present study did not intentionally set out to identify, for reasons of scope and resources, significant findings related to individualism and collectivism along with their effects on the participatory processes, further studies could focus on the

effects of different types of cultures on the participatory processes and their relation to the success of participatory processes.

The case's project process and participatory processes findings are as follows:

- A participatory process, as in the case of the “Local Government-NGO Cooperation in Participatory Democracy” project, which gathered different contexts together, provides some gain for the local areas and their participants. However, most of the participants expressed that they did not feel comfortable with some of the participants from other localities. They expressed that they preferred to be together with people who have similar background to them. There were many differences between the two groups: the more-developed group of Odunpazarı and Gazi versus the less-developed group of Seyrek and Kaymaklı. In the first group the civil society was developed, while in the second no local NGOs existed. The participants from these groups had different backgrounds in terms of their education, income and occupation. During the participatory process, the apparent differences between the participants led to problems regarding terminology and activities. Often this manifested itself in terms of one group understanding the topic of discussion, while the other group did not.

Therefore, in further participatory projects with multiple partners, the contextual characteristics of the area and the background of participants should be considered. A process should be designed to afford the participation of the areas with similar characteristics. However, this should not preclude that examples of good practice, which could be drawn from other contexts, should be shared with participants.

- Although it is not the focus of the study, the present research revealed that the socio-economic situation of the localities was a determinant factor in the participatory processes. The four contextually different selected locations showed similarities and differences due to their socio-economic conditions and were therefore categorized according to their similarities in the present study.

Further studies should therefore consider the socio-economic situation of the place where a participatory planning process is undertaken and its associated effects on the process. The relation between the socio-economic situation and the socio-psychological dimensions and

their effects on the participatory processes should be explored. In this respect the findings of this study could be examined by the further studies.

- The case participatory processes revealed the importance of the central person or leader in the society during the participatory processes. Among the case studies, in three processes a leader did not emerge that affected the processes negatively. The leaders of the participatory processes were different from each other.

Additional studies could work on the effects of different type of leadership and central persons on participatory processes. They could also focus on the role of leaders during the participatory processes and the way to eliminating their hindering effects in contextually different participatory processes. The effects of different leaders in socio-economically different contexts should be explored.

- The present study's participatory process case revealed that the process is more important than the products of the process. While a case was very active during the process, their methods to reach some outcomes damaged the process over a long-time period and had a negative effect on the sustainability of the products. Therefore, the empirical study confirmed that the process as an end itself were more significant than their products.

Further studies could focus on the relation between the process and its products, and the importance of the process to arrive at more successful outcomes. To examine the importance of the process and way of doing "things" rather than the "things" that may result by examining the processes of different contexts, which are attempting to do the similar things in different ways, should be examined.

- Due to the socio-economic realities of Turkey, participation could be widened through activities that will promote development and money earning activities. The method of providing development through participation should be conducted carefully. Otherwise, participation could lose its meaning. Although, it will be very useful to integrate to development through participation, the methods employed should be selected very carefully for long-term solutions. When seeking development through participation, care must be taken to ensure that people do not lose the meaning of participation as an end itself or as a means to an end.

Therefore, further studies should work on the means of providing development through participation in order to increase the participation of lower income groups in participatory processes; and should focus on providing development through participation in the Turkish context. These studies should be mindful to account for the socio-psychological dimensions of participatory processes as they have been seen to have significant enhancing and hindering effects on participation and participatory process. Such studies will be helpful in the field of development studies and participatory process design for underdeveloped localities.

The study also revealed some methodological aspects for consideration:

- The present study collected both qualitative and quantitative data, which were used to reveal the relationships between the success and the dimensions of participatory processes, and explore the differences among contextually different participatory processes. However, the findings of the analyses revealed the importance of using a mix-method approach, especially in multiple case study research.

Thus, further research based on the subjective descriptions and ratings of the respondents should be conducted by using a mix-method approach. While some respondents express themselves easily during the interviews, other could not do as well. A mix-method approach enabled the present study to successfully address the problem of reliability that arose from the differences among the respondents who were participants in the case participatory processes.

- When conducting the content analysis part of the present study, so as to explore the hindering and enhancing dimensions of participatory processes, subjective descriptions of the respondents were categorized according to their positive, negative or general meaning.

Further studies with an aim to determine the hindering and enhancing effects of various factors may benefit from using the content analysis technique used in the present study.

Proposals for further participatory processes:

- Each context and participatory process is unique. Therefore, a participatory process should be designed in its own context and conducted as a local invention. For this reason,

planning should be accepted as facilitating the socio-spatial process to help local people to invent their own participatory process.

- Process design is one of the most important stages of the participatory process. During which, planners or process designers should identify the context where the participatory process will be conducted, identify stakeholders as participants, and foster their interaction. The process must not be designed outside of the context or in ignorance of the contextual settings. During the process design phase, planners or process designers should explore the communication, power relations and conflicts that exist within a local context. These recommendations arise from the study findings, which showed that while the communication dimension enhanced, the power and conflict dimensions hindered in all four case participatory processes.
- In the present study, the participatory processes were analyzed in four phases, starting with process design and ending with monitoring. Further participatory processes could follow for different phases during a participatory process, or conduct their processes according to the phases proposed in this research. Planners and participatory process designers should be involved in the process design phase of the participatory process. They should also conduct monitoring activity throughout the process. The present study revealed the necessity for continuous monitoring of participatory processes.
- After the process design phase, a mobilization process should be conducted. Planners and other individuals who are responsible for the process should motivate the local people to develop a sense of ownership and to encourage the emergence of central person(s) without political affiliation. Conducting the process with the participants who have a high sense of ownership will increase the chance of success of the process. After the emergence of a central person(s), the sense of ownership could be expanded within the society more easily. This research also revealed that the political affiliation of the central person(s) determines the makeup and rate of participation from society. The central person(s) of the process should not identify with a particular political ideology. Even when the process is initiated by a municipality, the mayor of the municipality should not be dominant during the process in order to increase the participation rate and participation of different social groups within the society. Therefore, to encourage the participation of individuals from different social groups, the participatory processes should not be limited by a political identity.

- Planners or process designers could use the explored attributes and dimensions of participatory processes beginning from the process design phase. Since the enhancing and hindering dimensions will be different in each participatory process, their effects on the participatory processes should be examined, or the dimensions and attributes of each participatory process could be explored. The dimensions of the participatory processes, and the ways in which they can be supported should be identified during the process.

Finally, this project was an exploratory and quasi-experimental study, which explored 1) the socio-psychological dimensions/attributes of the participatory processes that hinder and enhance the participatory processes; and examined 2) the relationship between the socio-psychological dimensions and the success of these processes; 3) changes in the socio-psychological dimensions of the participatory processes due to the contextual differences. It found the meaningful structures of socio-psychological dimensions of participatory processes from the participants' perception. It applied qualitative and quantitative methodology to gather participants' subjective descriptions and ratings on the pre-defined socio-psychological dimensions and attributes. The present research implied: 1) content analysis to derive the meaningful attributes of a) participatory processes, b) success definition of respondents for a participatory practice, and c) success evaluation of respondents for their participatory practice; 2) the use of multiple regression a) to classify these attributes within the dimensions into general content group, b) to show the relationship of the dimensions and the perceived success of the participatory processes; and 3) used discriminant analysis to display the changing effects of the dimensions of participatory processes due to the contextual differences.

Researchers and participatory process designers can use the dimensions and attributes of participatory processes, which suggest certain directions for further investigations on participation, the participatory planning processes and the other participatory processes; the interactional, cultural-contextual, individual and procedural dimensions of the participatory processes and their effects on these processes; and the success of the participatory planning processes and other participatory processes. Planners and process designer can employ this kind of methodology to plan their participatory processes. First, they must be in the process design stage of process. Second, they should be aware of where they will conduct the participatory process. This means they should realize the socio-psychological and socio-cultural characteristics of the selected area. Within this context, they must identify the dimensions of the participatory processes that could be supported through their interventions.



They could use the explored attributes within the context of the present study and they could explore more attributes or dimensions during their process. Third, they would need to interact with the expectant participants of the process, interview managers, experts, and the local people of the process. Based on the result, those attributes, which could be intervened, should be supported from the process design stage onwards, in order to reach a more democratic participatory process for every participant and to open the way for local people to invent their own participatory processes by facilitating the socio-spatial process.

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## APPENDIX A

### IN-DEPTH INTERVIEW QUESTIONS

#### 1. The general questions for only mayors of municipalities and advisors of mayors:

- Why were you committed to this project developed by STGM in 2005?
- Could you please tell the history of your locality in terms of participatory practices?

#### 2. The general questions for all interviewers:

- Which of the meetings did you participate in the case of the project?
- What have been produced in the context of the project; socially and spatially?
- How do you define the success of participatory planning practices and/or process? and
- How much this participatory process was successful? Why?

#### 3. Questions on Socio-Psychological Dimension of the Participatory Processes

##### a. Communication

- What has been your experience in the course of communication during the participatory process?
- Was communication persistent? If not, why?
- Did communication have an emotional dimension?
- Did communication follow a rational logic?
- How did the body language affect communication?

##### b. Attribution

- How did individual and group consistency in thought and action affect the participatory process?
- Has behavior of participants been affected from external factors during the participatory process? how?
- Has behavior of participants been affected from internal factors during the participatory process? how?
- How did you maintain your consistency (thought and action) in the process? How about others?
- How others' intentions/acts affect your thought/action in the process?

##### c. Persuasion

- How did participants attempt to persuade others in the process?
- Did participants' thought change in peripheral route? how?
- Or did participants' thought change in central route? how?

##### d. Power

- Did you experience power in any form?
- As a enhancing means?

- As an obstacle means?
- As a shared social norm?
- As an expertise?
- As an emotional means?
- Indirectly, in a hidden form?
- As a group conformity?

e. Interpersonal Relationship

- How did you experience interpersonal relationship among participants?
- On what basis did you experience friendship among participants?
- On what basis did you experience relations of dominance and submission among participants?
- On what basis did you experience competitive relationship among participants?
- On what basis did the relationship have a habit forming affect?
- How was the group resistant to change?
- How did you experience trust?
- How did the hidden agendas play a role in the process?

f. Conflict

- How did you experience group conflict in the process?
- How did the group form ingroups?

g. Culture

- How did the cultural dimension/attributes affect the participatory process?
- Which cultural norms existed in the process?
- How did you experience collectivism in group?
- How did you experience individualism in group?
- How did you experience internal differences among group members?
- How did you experience group cohesion in your culture among group members?
- Did you experience a strong group boundary? How?
- Did you experience strong external constraints? How?
- Did the group experience cultural differences?
- What kind of linguistic obstacles/opportunities did the group experience?

h. Social Dynamics

- How did you experience social dynamics in the process? (in positive and negative meaning)
- How did you experience sharedness?
- How did you experience group focusing on the task?
- How did the group handle a problematic situation?
- How did the central persons in your local play role in the process?
- How did the group manage the load of information and time pressure?
- What kind of issues and problems were taken hand in participatory process?
- How did the group take decisions?
- If there were, how did restrictive social rules/norms affect the participatory process?
- How was the social capital of the group?
- How was networking established in the group?
- How did the group share a social identity?
- How did the group experience polarization?
- How was the groupthink established?

## APPENDIX B

### LIKERT SCALE QUESTIONS

(Rating from 1 to 7, **1**: not at all, **7**: extremely a lot)

#### 1. The general questions for all interviewers:

- How much this participatory process was successful?

#### 2. Questions on the effects of Socio-Psychological Dimensions on the participatory processes

##### a. Communication

- To what extend communication affected the participatory process?
- To what extend persistency of communication affected the participatory process?
- To what extend emotional dimensions in the communication affected the participatory process?
- To what extend rational logic in the communication affected the participatory process?
- To what extend body language in the communication affected the participatory process?

##### b. Attribution

- To what extend participants consistency affected the participatory process?
- To what extend the effects of the external factors on the participants affected the participatory process?
- To what extend the effects of the interna factors on the participants affected the participatory process?
- To what extend continuity of participants' consistency affected the participatory process?
- To what extend the effects of the participants' intentions/acts on other participants affected the participatory process?

##### c. Persuasion

- To what extend the persuasion processes affected the participatory process?
- To what extend the using of the peripheral route in persuasion affected the participatory process?
- To what extend the using of the central route in persuasion affected the participatory process?

##### d. Power

- To what extend power affected the participatory process?
- To what extend power as an enhancing means affected the participatory process?
- To what extend power as an obstacle means affected the participatory process?
- To what extend power as a social norm affected the participatory process?
- To what extend expertise power affected the participatory process?
- To what extend power as an emotional means affected the participatory process?



- To what extent indirect-hidden power as an enhancing means affected the participatory process?
- To what extent power as group conformity affected the participatory process?

e. Interpersonal Relationship

- To what extent interpersonal relationship affected the participatory process?
- To what extent friendships affected the participatory process?
- To what extent dominance and submission relations affected the participatory process?
- To what extent competitive relationship affected the participatory process?
- To what extent habit forming effects of the friendships affected the participatory process?
- To what extent resistance to change of participants affected the participatory process?
- To what extent trust affected the participatory process?
- To what extent hidden agendas affected the participatory process?

f. Conflict

- To what extent group conflict affected the participatory process?
- To what extent forming in-groups affected the participatory process?

g. Culture

- To what extent cultural dimensions affected the participatory process?
- To what extent cultural norms affected the participatory process?
- To what extent collectivism in group affected the participatory process?
- To what extent individualism in group affected the participatory process?
- To what extent differences among the group members affected the participatory process?
- To what extent group cohesion in your culture affected the participatory process?
- To what extent group boundary affected the participatory process?
- To what extent external constraints affected the participatory process?
- To what extent cultural differences affected the participatory process?
- To what extent linguistic obstacles/opportunities affected the participatory process?

h. Social dynamics

- To what extent social dynamics affected the participatory process? (in positive and negative meaning)
- To what extent sharedness affected the participatory process?
- To what extent focusing on the task affected the participatory process?
- To what extent the process of handling a problematic situation affected the participatory process?
- To what extent central persons affected the participatory process?
- To what extent the way of managing the load of information and time pressure affected the participatory process?
- To what extent kind of issues and problems were taken hand affected the participatory process?
- To what extent the way of taking decisions affected the participatory process?
- To what extent restrictive social rules/norms affected the participatory process?
- To what extent social capital of the group affected the participatory process?
- To what extent established networking affected the participatory process?
- To what extent social identity affected the participatory process?
- To what extent polarization affected the participatory process?
- To what extent established groupthink affected the participatory process?



## APPENDIX C

### LIST OF RESPONDENTS

**Table C.1:** List of Respondents.

<b>Number of respondent</b>	<b>Date of interview</b>	<b>Localities</b>	<b>Age</b>	<b>Gender</b>	<b>Educational Level</b>	<b>Occupation</b>
1.	August 2011	Odunpazarı	35-50	F	University	advisor of mayor
2.	August 2011	Odunpazarı	50-60	F	University	NGO representative
3.	August 2011	Odunpazarı	35-50	F	High school	NGO representative
4.	August 2011	Odunpazarı	50-60	F	University	NGO representative
5.	August 2011	Odunpazarı	35-50	M	University	NGO representative
6.	August 2011	Odunpazarı	25-35	F	University	NGO representative
7.	August 2011	Odunpazarı	35-50	F	University	NGO representative
8.	August 2011	Odunpazarı	50-60	M	High school	NGO representative
9.	August 2011	Odunpazarı	35-50	M	University	mayor
10.	August 2011	Odunpazarı	35-50	F	University	NGO representative
11.	August 2011	Odunpazarı	60<	M	University	NGO representative
12.	August 2011	Seyrek	35-50	F	University	former mayor
13.	August 2011	Seyrek	35-50	F	Primary-school	housewife
14.	August 2011	Seyrek	60<	F	Primary-school	housewife
15.	August 2011	Seyrek	25-35	F	Primary-school	housewife
16.	August 2011	Seyrek	50-60	F	Primary-school	housewife
17.	August 2011	Seyrek	35-50	F	Primary-school	housewife
18.	August 2011	Seyrek	35-50	M	Primary-school	farmer
19.	August 2011	Seyrek	35-50	M	Primary-school	farmer
20.	August 2011	Seyrek	50-60	M	Primary-school	farmer

**Table C.1:** List of Respondents (cont'd)

<b>Number of respondent</b>	<b>Date of interview</b>	<b>Localities</b>	<b>Age</b>	<b>Gender</b>	<b>Educational Level</b>	<b>Occupation</b>
21.	August 2011	Seyrek	35-50	M	Primary-school	farmer
22.	August 2011	Seyrek	35-50	M	Primary-school	farmer
23.	August 2011	Seyrek	35-50	M	Primary-school	farmer
24.	August 2011	Seyrek	25-35	F	University	NGO representative
25.	Sept. 2011	Kaymaklı	35-50	M	University	secretary of mayor
26.	Sept. 2011	Kaymaklı	35-50	F	High school	personnel of municipality
27.	Sept. 2011	Kaymaklı	25-35	F	High school	personnel of municipality
28.	Sept. 2011	Kaymaklı	25-35	F	High school	mayor of cooperative
29.	Sept. 2011	Kaymaklı	50-60	F	Primary-school	housewife
30.	Sept. 2011	Kaymaklı	25-35	M	High school	farmer
31.	Sept. 2011	Kaymaklı	50-60	M	University	teacher
32.	Sept. 2011	Kaymaklı	35-50	F	Primary-school	housewife
33.	Sept. 2011	Kaymaklı	35-50	F	High school	housewife
34.	Sept. 2011	Kaymaklı	35-50	M	University	former mayor
35.	Sept. 2011	Kaymaklı	35-50	F	High school	housewife
36.	Sept. 2011	Kaymaklı	25-35	F	University	expert
37.	Sept. 2011	Kaymaklı	25-35	M	University	teacher
38.	Sept. 2011	Kaymaklı	35-50	F	University	expert
39.	Sept. 2011	Gazi	35-50	M	University	former mayor
40.	Sept. 2011	Gazi	60<	F	University	NGO representative
41.	Sept. 2011	Gazi	35-50	M	University	NGO representative
42.	Sept. 2011	Gazi	25-35	M	University	advisor of the mayor
43.	Sept. 2011	Gazi	25-35	M	University	advisor of the mayor
44.	Sept. 2011	Gazi	25-35	M	University	advisor of the mayor
45.	Sept. 2011	Gazi	25-35	F	High school	NGO representative
46.	Dec. 2011	STGM	35-50	M	University	former STGM coordinator
47.	January 2012	STGM	35-50	F	University	project coordinator

## APPENDIX D

### PERCEIVED ATTRIBUTES OF PARTICIPATORY PROCESSES

**Table D.1:** Perceived Attributes of Participatory Processes Explored within the Case of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project.

<b>INTERACTIONAL LEVEL</b>	<b>Interpersonal relationship</b>	Relationships (both symmetrical and complementary) Change and stability in relationships, Trust, Rivalry , Being dominant, Hidden agenda, Jealousy,
	<b>Power</b>	Power, Conformity, Awarding, Punishment, Social norms, Expert power, Power elements, Referent power, Hidden power,
	<b>Communication</b>	Communication, Continuity of communication, Building communication, Effects of emotional dynamics to communication, Effects of rational dynamics to communication, Topic of communication (emotional and rational),
	<b>Attribution</b>	Consistency (and inconsistency), Effects of consistency and inconsistency, Internal-personal attribution , External-situational attribution, Interactions
	<b>Persuasion</b>	Being persuaded in process, Peripheral way to persuasion Central way to persuasion Consensus building Effects of personal characteristics to consensus building Effects of dynamics in interactional level to consensus building Effects of process characteristics to consensus building Effects of social dynamics to consensus building
<b>CULTURAL CONTEXTUAL LEVEL</b>	<b>Contextual</b>	Contextual differences, Local government, NGOs,
	<b>Conflict</b>	Conflict, Grouping, Hiving off, Put out of group,

**Table D.1:** Perceived Attributes of Participatory Processes Explored within the Case of the ‘Local Government and NGO Cooperation in Participatory Democracy’ project (cont’d).

<b>CULTURAL CONTEXTUAL LEVEL</b>	<b>Social dynamics</b>	Central persons, Polarization, Decision making process, Undertaking issues, Being a group, Social sharedness, Focusing, Time management, Social networks, Social identity, Problematic issues, Social capacity, Group think, Restrictive norms or rules,
	<b>Culture</b>	Cultural variety, Cultural norms, Cultural differences, Attachment, Cultural properties, Group boundaries, Collectivity, Individualism, Differences between individuals, Togetherness of differences, External boundaries, Language difficulty, Producing share meaning,
<b>PROCEDURAL LEVEL</b>	<b>Organizational</b>	Education and catch-up works in the process, Organization, Sources of organization, Process and its characteristics, Experiences in the process, Bad experiences-problems in the process,
	<b>Process outcomes</b>	Success of the process, Sustainability, Outcomes of the process, Learning in the process,
<b>INDIVIDUAL LEVEL</b>	<b>Personal</b>	Prejudices, Ego, Felt emotions, Approval, Disapproval, Personal characteristic,
	<b>Active Citizenship</b>	Active citizenship, Volunteering, Participants, Participation, Consciousness, Awareness,

## APPENDIX E

### THE RESULTS OF THE CONTENT ANALYSIS FOR EACH CASE LOCALITY

**Table E.1:** The Results of the Content Analysis for Each Locality.

Dimensions of participatory processes	Within case aresas				TOTAL	
	Odunpazarı	Seyrek	Kaymaklı	Gazi	frequency of mention	%
<b>SOCIAL DYNAMICS</b>	406	346	503	350	<b>1605</b>	<b>20,8</b>
	25 %	22 %	31 %	22 %		
<b>INTERPERSONAL RELATIONSHIP</b>	336	277	380	187	<b>1180</b>	<b>15,3</b>
	28,5 %	23,5 %	32 %	16 %		
<b>POWER</b>	214	166	346	142	<b>868</b>	<b>11,3</b>
	25 %	19 %	40 %	16 %		
<b>CULTURE</b>	250	168	266	98	<b>782</b>	<b>10,2</b>
	32 %	21 %	34 %	13 %		
<b>ORGANIZATIONAL</b>	227	112	217	58	<b>614</b>	<b>7,9</b>
	37 %	18 %	36 %	9%		
<b>PERSONAL CHARACTERISTICS</b>	236	90	92	113	<b>531</b>	<b>6,9</b>
	45	17 %	17 %	21 %		
<b>COMMUNICATION</b>	144	118	129	91	<b>482</b>	<b>6,3</b>
	30 %	24 %	27 %	19 %		
<b>PROCESS OUTCOMES</b>	77	75	146	38	<b>336</b>	<b>4,4</b>
	23 %	23 %	43 %	11 %		
<b>ATTRIBUTION</b>	63	48	142	63	<b>316</b>	<b>4,1</b>
	20 %	15 %	45 %	20		
<b>ACTIVE CITIZENSHIP</b>	90	70	76	55	<b>291</b>	<b>3,8</b>
	31 %	24 %	26 %	19 %		
<b>PERSUASION</b>	97	52	73	34	<b>256</b>	<b>3,3</b>
	38 %	20 %	29 %	13 %		
<b>CONTEXTUAL</b>	65	65	39	54	<b>223</b>	<b>2,9</b>
	29 %	29 %	17 %	24 %		
<b>CONFLICT</b>	67	47	84	21	<b>219</b>	<b>2,8</b>
	31 %	21 %	38 %	10 %		
<b>TOTAL</b>	<b>2272</b>	<b>1634</b>	<b>2493</b>	<b>1304</b>	<b>7703</b>	<b>100</b>

## APPENDIX F

### RESULTS OF THE CONTENT ANALYSIS

**Table F.1:** The Results of the Content Analysis for Each Localities Categorized into General, Positive and Negative Term.

Dimensions of Participatory Processes	ODUNPAZARI (Eskişehir)			SEYREK (İzmir)			KAYMAKLI (Nevşehir)			GAZİ (Samsun)			TOTAL		
	Gen.	Pos.	Neg.	Gen.	Pos.	Neg.	Gen.	Pos.	Neg.	Gen.	Pos.	Neg.	Gen.	Pos.	Neg.
Social Dynamics	123	165	118	80	190	76	160	99	244	95	88	167	458	542	605
	30,3%	40,7%	19,5%	23,1%	54,9%	22%	31,8%	19,7%	48,5%	27,1%	25,2%	47,7%	28,5%	33,8%	37,7%
Interpersonal Relationship	93	129	114	71	148	58	53	146	181	44	57	86	261	480	439
	27,7%	38,4%	33,9%	25,7%	53,4%	20,9%	14%	38,4%	47,6%	23,5%	30,5%	46%	22,1%	40,7%	37,2%
Power	48	32	134	19	44	103	42	85	219	19	28	95	128	189	551
	22,4%	15%	62,6%	11,4%	26,6%	62%	12,1%	24,6%	63,3%	13,4%	19,7%	66,9%	14,7%	21,8%	63,5%
Culture	126	55	69	90	52	26	110	47	109	46	7	45	372	161	249
	50,4%	22%	27,6%	53,5%	31%	15,5%	41,3%	17,7%	41%	46,9%	7,1%	46%	47,6%	20,6%	31,8%
Organizational	120	43	64	65	39	8	91	35	91	18	6	34	294	123	197
	52,9%	18,9%	28,2%	58%	34,8%	7,2%	41,9%	16,2%	41,9%	31%	10,4%	58,6%	47,9%	20%	32,1%
Personal	18	68	150	0	50	40	6	17	69	9	29	75	33	164	334
	7,6%	28,8%	63,6%	0%	55,5%	44,5%	6,5%	18,5%	75%	8%	25,7%	66,3%	6,2%	30,9%	62,9%
Communication	96	25	23	55	47	16	77	30	22	60	20	11	288	122	72
	66,6%	17,4%	16%	29,3%	25%	45,7%	59,7%	23,2%	17,1%	65,9%	22%	12,1%	59,8%	25,3%	14,9%

**Table F.1:** The Results of the Content Analysis for Each Localities Categorized into General, Positive and Negative Term (cont'd).

<b>Process Outcomes</b>	16	53	8	11	57	7	18	91	37	5	20	13	50	221	65
	20,8%	68,8%	10,4%	14,6%	76%	9,4%	12,3%	62,3%	25,4%	13,2%	52,6%	34,2%	14,9%	65,8%	19,3%
<b>Attribution</b>	25	25	13	16	17	15	65	16	61	19	14	30	125	72	119
	39,7%	39,7%	20,6%	33,3%	35,4%	31,3%	45,8%	11,3%	42,9%	30,2%	22,2%	47,6%	39,6%	22,8%	37,7%
<b>Active Citizenship</b>	22	15	53	12	46	12	4	36	36	7	11	37	45	108	138
	24,4%	16,6%	59%	17,1%	65,8%	17,1%	5,2%	47,4%	47,4%	12,7%	20%	67,3%	15,5%	37,1%	47,4%
<b>Persuasion</b>	68	19	10	42	8	2	59	3	11	15	8	11	184	38	34
	70,1%	19,6%	10,3%	80,8%	15,4%	3,8%	80,8%	4,1%	15,1%	44,1%	23,5%	32,4%	71,9%	14,8%	13,3%
<b>Contextual</b>	22	30	13	14	18	33	27	3	9	28	11	15	91	62	70
	33,8%	46,2%	20%	21,5%	27,7%	50,8%	69,2%	7,7%	23,1%	51,9%	20,4%	27,7%	40,8%	27,8%	31,4%
<b>Conflict</b>	4	14	49	5	13	29	0	23	61	1	6	14	10	56	153
	6%	21%	73%	10,6%	27,7%	61,7%	0	27,4%	72,6%	4,8%	28,6%	66,6%	4,6%	25,6%	69,9%
<b>Total</b>	781	673	818	480	729	425	712	631	1150	366	305	633	2339	2338	3026
<b>%</b>	34.4	29.6	36	29.4	44.6	26	28.6	25.3	46.1	28	23.4	48.6	30.4	30.4	39.2
<b>Total</b>		<b>2272</b>			<b>1634</b>			<b>2493</b>			<b>1304</b>			<b>7703</b>	
<b>%</b>		<b>29.5</b>			<b>21</b>			<b>32.5</b>			<b>17</b>			<b>100</b>	

## APPENDIX G

### SELECTED QUOTATIONS FROM THE INTERVIEWS WITH THE RESPONDENTS RELATED TO PROJECT PROCESS

(1) *“I began to work as an advisor of the mayor in 2004 and I found myself in such a situation: NGOs in the locality, whatever their missions were, came to the municipality to visit the mayor. And they had many demands such as computers, rental fees for offices, and so on. And then I told these NGOs’ that I cannot give financial support since there are not any financial resources of the municipality which allocated for NGOs” (R1, F, Odunpazarı).*

*“Actually, NGOs could do something but they never do. When I was working for the municipality, I was interested in NGOs. I wish, one day NGOs didn’t come to the Municipality to ask for diesel oil, to ask for money, to ask for a bus, to ask for computers. I wish one day they came to ask me why there were no sidewalks suiTable for the disabled or something like that” (R42, M, Gazi).*

*“I have good relationship and cooperation with municipalities. However, I have a complaint about the municipalities. Municipalities should bring together the NGOs in Samsun and at least try to make some things easy for them. NGOs are the organizations that are working with their initiatives, within the frame of legislations, but they are working under difficult situations. Municipalities must support NGOs. Moreover, they must provide a building for NGOs where they can work together. In this way, the unity of NGOs will prevent them from being alienated from each other and will give them an opportunity to collaborate and brainstorm. This will benefit both the city and NGOs, but municipalities could not aware of the importance of this issue” (R41, M, Gazi).*

(2) *“At this point, we said that we can gather all the NGOs in Eskişehir under a single roof. My assistant found STGM on internet. There were their publications about NGOs’ and we asked for these publications from STGM. Then we (My assistant and I) came to Ankara-STGM- and met with the coordinator of the project... After a time they asked us to participate in the meeting in İstanbul... This Project, ESYO’ and STGM’ Project, began in five localities, there was not anything before. This was born with our initiative” (R1, F, Odunpazarı).*

*“It’s true; Odunpazarı (Eskişehir) group came to STGM office firstly. However, I think their dream was not actually this project; they aimed to open a local-civic center. They had founded ESYO (Eskişehir’ civil and local association) and they wanted to make it more active, since they have just started to ESYO activities. They came to ask us how we can support them. Meanwhile, we had the dream of working with a few small cases which can be used in all over Turkey and being successful. We thought that they should be small, manageable, dirigible and also it should be done with limited resources. Money, energy, human and knowledge resources should not exceed our means. And the coming of ESYO made us more excited and of course it triggered us” (R46, F, STGM).*

*“She is right; two persons came from Odunpazarı Municipality (Eskişehir) to STGM. And they said that ‘we don’t’ know what to do’ and they ask us to think this over together. We*



*knew that NGOs could not do anything alone; they should learn to be in communication with municipalities. And the network began just like that” (R47, F, STGM).*

*(3) “When we were working on ESYO in Eskişehir, The coordinator of STGM came to Odunpazarı and said that we will work on such a project. This project will be supported by the European Union” (R1, F, Odunpazarı).*

*(4) “We worked on the numbers of the participants and decided to work with a total of 5 municipalities. We formulated the project and then requested from our websites whether there are any volunteering municipalities to work with us. We made an open call” (R47, F, STGM).*

*(5) “STGM’ announcement on NGOs dialog. I think, I came across with the announcement during my search on Google concerning what I can do to develop civil society. Since I had a variety of negative experiences during my initiatives to establish a city council, a woman council and youth council, I was desperately seeking for help. Actually, at first, I didn’t have any idea about developing a project to improve civil society dialog; that emerged later. We didn’t meet with STGM to design a project. I found STGM and the announcement of the project, when I was searching for ways on how I can develop civil society” (R25, M, Kaymaklı).*

*“Actually during my search on the internet, I saw the announcement coincidentally. And they were looking for small municipalities’ instead of big ones; they were trying to act in local points. Since we saw the announcement while we were discussing on such issues, which were the focus of the STGM’ project, we wanted to be a participant of the project with great enthusiasm. Then, we applied to be a participant of the project, and they invited us to the first meeting in Beyoğlu” (R43, M, Gazi).*

*(6) “Yıldız Tokman and Prof. Serpil Sancar who worked both for KA-DER and STGM were proposed. One municipality from CHP whose mayor was Nurgül Uçar and another from SHP whose mayor was Cihan Sincar were chosen” (R47, F, STGM).*

*“I think, first of all KA-DER proposed working with us, and then, STGM called me. There were municipalities taking part in this project, two from AKP, one from MHP and one from BDP, but actually from SHP at those times. It was İlknur who offered to work with us” (R12,F, Seyrek).*

*(7) “Before STGM came to Kaymaklı, we had started something like STGM’s Project, but our initiatives were in bits and pieces. After, the first visit of STGM, the first meeting was held in Beyoğlu” (R39, M, Kaymaklı).*

*(8) “Firstly, we started with Beyoğlu that was a place where we could explain theoretically how cooperation of a municipality and NGOs works. We took them to İstanbul and we started. In Istanbul women, who did woman studies, explained their history and showed their workshop to participants from the five participant municipalities. Other NGOs told about themselves. In short we wanted them first to observe. And then we gave a break about six or seven months until next main meeting. During this time we worked with the municipalities one by one” (R46, M, STGM).*

*“Actually Beyoğlu was a model for us that we could show to the participant municipalities, and the first meeting was organized in İstanbul” (R47, F, STGM).*

*“The first meeting was in Beyoğlu; they have already had a good work. Actually it has been an example for us, we got courage from it. They showed us the works that women were*

making. They established women workshops, workplaces. The members of 'Beyoğlu platform' has been working voluntarily" (R39, M, Kaymaklı).

(9) "We worked with all localities separately. We worked with all localities independently. In these independent meetings, we developed a strategy for each of the localities. For instance, in Seyrek the main problem was agriculture, so we went there with an agenda mainly on rural development. In Kaymaklı, main issues were male-female relationship and tourism, and employment" (R46, M, STGM).

(10) "Now, we should reveal a reality; we started the project process defeated, since we were coming from a Municipality of AKP. Actually, one of the other municipalities-Odunpazarı is also a Municipality of AKP, but. I felt that sometimes in the meeting, coming from AKP' local municipality, we were at a disadvantage. The activists from Beyoğlu made some outbursts against the mayor of the Beyoğlu Municipality. All participants from municipalities caught each others' eyes, and we reacted to this. The coordinator of STGM said something like "get out of here". We experienced such a thing. And he said "if it will be necessary, I can do without you" something like that" (R44, M, Gazi).

"Gazi (Samsun) affected the process very much. Actually, I did not expect them to be so uninterested. It was a total disappointment for us. They have no sensitivity. Moreover, they sabotaged the meetings, they didn't come to meetings etc. They didn't come to meetings but they did not tell us that before. When they came to the meetings, they didn't participate in discussions and didn't talk. They went out of the meeting hall repeatedly, they didn't answer the questions. What was most irritating was that, while there was a meeting in inside, they were playing billiards outside in their sportswear" (R46, M, STGM).

"We kicked out Gazi from the project, we used forced against them. Moreover, I wrote a letter to the mayor of the municipality. I don't know, maybe he didn't receive it but I wrote a formal letter to him. I complained about the team that the mayor sent us" (R46, M, STGM).

"Gazi Municipality always stayed out of the project, they were not within the project. They had an admiration for the Beyoğlu case, and focused on that. But then they retreated from the project. Actually, I cannot explain why they retreated. They could not be backed by the NGOs in Gazi (Samsun). At that point we didn't break through the Municipality barrier. Since, the process included the municipalities and NGOs, the municipality should gather the NGOs" (R47, F, STGM).

"Punishment was used; we didn't go to the next meeting. They didn't invite us" (R43, M, Gazi).

## APPENDIX H

### SELECTED QUOTATIONS FROM THE INTERVIEWS WITH THE RESPONDENTS FROM GAZI

(1) *“I was mayor between 2004 and 2009; after Gazi Municipality was closed, I ran for mayor of İlkadım Municipality, but I lost with 490 votes. Gazi Municipality was closed due to a legal arrangement. With the new law some municipalities were integrated all over Turkey. Our population (Gazi) was 170.000” (R39, M, Gazi).*

(2) *“Before us, there were two different mayors of Gazi Municipality. The first one who was civil engineer, worked on the foundation process of the municipality. He worked very hard, he regularized the municipality, but communication with citizens and NGOs was unconsummated. The second mayor had a different approach; he spent most of his time on the streets with citizens and so he did not do any work in the municipality. He built a very good relationship with the citizens but he did not get enough work done” (R39, M, Gazi).*

(3) *“For instance, we had 26 neighborhoods in Gazi Municipality. In all of them, we organized one day neighborhood meetings at least once a year. In these meetings, all of the population of a neighborhood was there. All personnel of the municipality participated in these meetings. People talked about their problems and desires and organized following meetings, and discussed the works that have been done or have not been done. In this way, we built communication with the citizens, I participated in neighborhood meetings; my participation was very important and effective” (R39, M, Gazi).*

*“Our aim was to gain NGOs’ trust and demonstrate that NGOs have a place in a society in social projects. In other words, empowerment of participatory democracy. With this aim, we founded 3-4 coordination centers: ‘ÖZKOM’ (coordination center for disabled) for the disabled, women coordination center, youth coordination center, martyr and veteran families’ coordination center. For instance, in the ‘Person with Disabilities Week’, we came together with all NGOs for the disabled, because they have many separate NGOs” (R39, M, Gazi).*

*“First, we met with especially the NGOs once a month, we facilitated coordination, and we came together. Maybe we did not get all of the NGOs, but for instance, related to the disabled, there was our coordination center for the disabled and coordination center for women. In short, we had monthly meetings with NGOs. Our friends, who represent me or I participated in all meetings, we generally listened to desires and requests. We had such a communication” (R39, M, Gazi).*

(4) *“In terms of communication with NGOs, trade associations. For instance, I had an area in Gazi and the municipality ended up in court, because the ‘Architectures Association’ cancelled the development plan. After this process, I prepared a development plan for the same area but this time I took the plan to the association and explained our plans. We compromised; I took their ideas and completed the project. Then the project was approved, there were not any objections or something like that. I think this was the most important issue of the project. If you take the opinions of NGOs and trade professions in to*

consideration, the change of implementation is 100 %. It was a very important project, if I am elected a mayor once again, I will certainly gather and meet with the NGOs, trade associations, whoever is related to every work. Not only once, it cannot be once, because the development of the works should be explained, the project should be presented” (R39, M, Gazi).

(5) “I featured the training courses in Gazi. We called it, ‘GAMEK’; Gazi training courses. Moreover, with these courses, we got a grant project from the European Union; we prepared the project and got a 200.000 Euro grant. In short, we worked mostly on operations by focusing on youth, women, and the disabled. They still continue, they (managers of İlkadım Municipality) do not change these coordination centers. Under the roof of Gazi Municipality we founded these coordination centers and we monitored them. As a result we thought that we were working with all NGOs together and so we could realize the project of STGM with the NGOs. Our friends said we could realize this project, but actually we did not succeed in this project completely. In the last period of the project, our friends from the municipality who follow these studies... Maybe they did not want to participate, I don’t know why? But I did not participate in any meetings, I could not” (R39, M, Gazi).

(6) “At that time as managers of the municipality we had an intention to manage the municipality with participation of NGOs and citizens that means transparent management. From the point of management of municipality, NGOs are actors who give prioritize and voice to citizens expectations and desires. When we were discussing on how we could start well-planned communication directly, we learned that there was such an EU Project. During our searching, I saw this project accidentally on internet” (R43, M, Gazi).

“We wanted to be a participant of STGM project since there was our initiative which we desired to reinforced” (R39, M, Gazi).

(7) “NGOs which we invited. For instance, did you meet Ms. A (R40, F, Gazi) ? I don’t know what her thoughts are, but we met her through this project. We searched and found her and invited to meeting. If it was an ideological thing, she is very opposed to us, as I have known. What is resulted from our conversations, she is very well-informed. I mean, we worked to bring NGOs together from all part of the society. We were attentive to that and so I think we did our mission well. If we wanted, we knew many NGOs around us (ideologically), we could say you will come and you will come. If we had such an approach, we could bring many NGOs” (R43, M, Gazi).

“I was very surprised to be with them. The mayor of municipality; actually I respect him. We were together in some organizations, but my line of thinking is different, I am a social democrat and everybody has known that. I was very surprised to be invited; I wonder why they invited me along with many partisans” (R40, F, Gazi).

“Representatives from municipality invited us sincerely, they explained the content. We believed and so accepted to participate. But if you ask me what has to be done, I would organize a pre-meeting with the people who I had invited to the Beyoğlu meeting. I would give information, through questions and answers, about the meeting we will participate in Beyoğlu. I would persuade them and then I would say we are going. But we were invited through telephone. The representative of municipality who called us was a man we know. Before such a meeting, they should make some explanations to you, but they did not give an explanation; it must be done” (R41, M, Gazi).

“I went there, but at that time nobody knew what they did. There was no announcement to NGOs. Some of them laughed and said that “why you went to İstanbul with persons from

*AKP". If I am not wrong, the mayor of municipality came to ask for my participation and I wanted to participate with my group. Then other NGOs learned our participation. I said "yes we participated, but I wish there were something we could do". It was a project for public interest. It was a project like city councils, I said "it looked like a city council; it is a project for public interest". After I listened about the project on the phone and I asked what the content is, and I said "I am not opposed to such project" and I went to the meeting. But I did not hear from the other NGOs they were invited to the meeting. There was not any written invitation to the project or to the meeting" (R40, F, Gazi).*

*"I participated in the meeting as a representative of NGO. At those times, I and my friends had group called 'education from woman to society'. Invitation came to me. Representative from municipality said that "we have such a study and we think you could be helpful for the project". On this invitation we talked with my friends and accepted to participate. The focus of the project was not explained, they said only the heading. I learned the focus of the project in the meeting in Beyoğlu" (R45, F, Gazi).*

*"when Beyoğlu Municipality proposed this meeting to Gazi Municipality we had an education group, our study area was known in Samsun. A representative from Gazi Municipality invited us to participate in the meeting in Beyoğlu and we accepted to participate. I participated as a representative of my group. There were four more participant municipalities like Gazi. Advisor of mayor came to us, he knew our studies. In this way we got an invitation as a NGO and we accepted to participate. We wanted to go and see. They invited us in this way. By the way the advisor of mayor was my relative" (R45, F, Gazi).*

*(8) "In fact a project of Beyoğlu Municipality, actually Beyoğlu Municipality was the best practice at that time, if I am not wrong. It is a municipality that has solved many things in both social and technical terms. We came together in Beyoğlu and met STGM team" (R43, M, Gazi).*

*"The model of Beyoğlu Municipality was stuck in my mind more than the meeting. It was for everyone. I think, mayor of Beyoğlu Municipality has a big role on why everybody loves the municipality. It sticks in my mind clearly" (R45, F, Gazi).*

*"Our mayor did not participate. The only municipality without mayor in the meeting was Gazi. Actually as an advisor of mayor, R43, had a right to speak. He proposed organizing the following organization in Samsun. But I don't know the decision was taken or not, but there was not any meeting so I think the decision was not taken. Gazi Municipality proposed to organize the meeting there, but maybe it was not considered since our mayor was not present there. I mean, the mayor should make such a proposal, not his advisor" (R45, F, Gazi).*

*(9) "I only went to İstanbul, and just after this meeting we came together that was organized on my desire. When we were talking on "what did we get from this meeting" I said that "let' talk and discuss these together". I said that "the talkings of mayor of Beyoğlu Municipality were very positive", even I said I wish he would come to Samsun and give a conference in the same level. This idea came to agenda immediately. And then the mayor of Beyoğlu Municipality came to culture center, I went to this meeting. After that there was neither a meeting nor a study. And I did not follow the project, since they did not show any interest to me" (R40, F, Gazi).*

*"After the meeting in Beyoğlu, there was not any meeting where we came together" (R45, F, Gazi).*



*“Yes I went to Beyoğlu, but after the meeting there was an interruption in the process. There was not second invitation, actually it was a two-day seminar which I cared about, I went to meeting as a mayor of the ‘Samsun Writers Association’, and I still continue the same role in the association” (R41, M, Gazi).*

*“A meeting was organized, but it was when the mayor of Beyoğlu Municipality came to Samsun. The mayor was invited to Samsun and he came with his team. When they came to Samsun, the meeting was organized with the participation of NGOs in the meeting hall of the municipality. However, I did not participate in this meeting, since I had a reaction. We went to İstanbul, the participants (NGOs representatives) saw Beyoğlu. However, Gazi Municipality invited us to the meeting in the way which used to invited other NGOs in Samsun which did not participate in Beyoğlu meeting. And I objected to this act of the municipality. We (the participants of the Beyoğlu meeting) should have been host, since we saw Beyoğlu and we were a part of the meeting in Beyoğlu. If we had not been, I could have accepted this situation as normal” (R41, M, Gazi).*

*(10) “After the first meeting, we invited them, both mayor of Beyoğlu Municipality and the group work for Beyoğlu’ platform to Samsun with the same excitement. They gave a conference in Samsun, our team and their team talked together. Over STGM, we met with Beyoğlu Municipality and then mayors of Beyoğlu and Gazi acted together in same other structural projects. We invited mayor of Beyoğlu Municipality and he shared their experiences in Beyoğlu, we invited NGOs to this conference” (R43, M, Gazi).*

*“After the first meeting, our connection with STGM continued with the Nevşehir meeting. I think after a year, second meeting was organized. Actually, we worked to do same things with Beyoğlu Municipality, we put Beyoğlu Municipality’ tactic into practice. In Beyoğlu case, Beyoğlu Municipality with the name of mayor reached to NGOs via a letter. Then they organized a meeting due to the answers to the letter. In this meeting most of the participants declared their desires for organization and collaboration. Upon this, mayor of municipality allocated them a building. We modeled Beyoğlu Municipality exactly. We wanted to the same thing; actually it was what STGM also wanted. Therefore, we send a letter to NGOs in Samsun” (R43, M, Gazi).*

*“We had been invited but after the meeting my business life started. There is an association called as ‘Deniz Feneri’, this organization was opening their office in Samsun. I got an offer to work for this office. It was a good work which I have been followed up and I liked. And my business life started. I worked as an assistant of representative during three years. For this reason, I could not participate in the following organizations” (R45, F, Gazi).*

*(11) “R43, as an advisor, conducted the study with STGM, I learned the most of the things related to the project during the meeting in Kaymaklı. Before I had not even known the Gazi Municipality conducted such a project with STGM. I learned during our trip to Kaymaklı, on our way. We were going to Nevşehir, why? I remember, an advisor of the mayor (R43, M, Gazi) conducted the project. I remember we were going to Kaymaklı (Nevşehir) to 2-3 days seminar, but I did not know the meeting or anything related to project. Why we were going? We were just going; it was like a holiday. A man who came to meeting with such a mentality, can he become effective when he did not know even why he goes to the meeting?” (R44, M, Gazi).*

*“I remembered that a letter should be written to NGOs. There should be an invitation which was realized. I remember an advisor of mayor (R43, M, Gazi), at those time he was in anxiety, and he said with whom we will go to the meeting, how it will be. People were not in interested. Actually, when we were going to meeting, we were ashamed. We should not go to*

*the meeting three persons only from the municipality. What should be in my opinion, an advisor of mayor could be there as a representative of Gazi Municipality, since he was a director of the project. And the other participants should be from NGOs. But we had to go to meeting three persons from the municipality” (R42, M, Gazi).*

*“They made a joke as “there are not any NGOs from Gazi but three persons from municipality, we thanked to them”. There is no need, NGOs don’t feel any need. They said “why we are going?” since they don’t need. The mayor of association, he/she has been a mayor since 20 years. What will he/she learn when he/she participate in such a meeting?” (R42, M, Gazi).*

**(12)** *“For instance we were in contact with disabled NGOs very often. There were different NGOs related to disabled as “handicapped association”, “physical disabled association”, “Black Sea physical disabled confederation”, there were many NGOs all of them working on the same area. When you connect with one of them, the others became offended, polarized and so there were big problems. I did not have an opportunity to follow them, but I saw that there were conflicts and brawls between the relations of disabled NGOs in Samsun” (R39, M, Gazi).*

*“For instance, I want to explain something related to disabled. I told the NGOs in Samsun that you have some problems and I want to meet you with the mayor of municipality. I said that “I want to make a study related to you, but to provide the continuity of the study in an acceptable level; I will meet you with mayor. But until the meeting time, let’s take some steps together”. Now I will explain our first meeting, look it is the first meeting. I collected all NGOs and I said to mayor of Gazi that “you should be in the meeting”. I gave a folder to mayor, which included all problems of disabled, and so he knew their problems. We started to meeting and at the 15. minute of the meeting, the representatives from disabled NGOs almost started to fight with their crutches. Mayor waited since he has good intention but after a half an hour, he left the meeting by saying I had an occupation. It is the NGOs’ understanding in Samsun” (R42, M, Gazi).*

*“Actually, it was our biggest shield in the meeting that ‘NGOs could not come together in Samsun and they could not be effective’. We used these words in there well, especially one of our friends. I remembered that we gave this example in many times, ‘we invited disabled, and they fight’. We had such an adventure; we gave this example and used it again and again” (R44, M, Gazi).*

**(13)** *“We should present a reality. Since we were from an AKP Municipality, we started to the process defeated. Actually, Odunpazarı Municipality was from the same political affiliation, however our situation was different, I felt this more than one time during the meeting” (R44, M, Gazi).*

*“There was a negative behavior for us because we were from an AKP Municipality. It was not as much as pressure but it was an intuition. But there was not any verbal pressure to exemplify this (R44, M, Gazi).*

**(14)** (a) *“There was a person from İstanbul who talked about the mayor of Beyoğlu Municipality and said bad things. Actually after the meeting we talked with him many times and I appreciated him. Upon his talking, I could not stand and I wanted to talk. I said that “I agree with you on most of issues what you talked about, but you are talking about a man, who is not here, with bad words. You can be opposed but I have a problem related to your opposition style”. And he said that, “you are right to think in such a way because you are from a municipality, you are opposed to me”. And then the manager of the process shut me*

up, as if the discussion was getting tensed up. Actually, with this discussion I enjoyed in the meeting for the first time. Actually, I mostly agree with him on what he said but I had a problem with his style” (R42, M, Gazi).

(b) “I do not aim to defend those days, but Odunpazarı Municipality was not more developed than Gazi Municipality. But the advisor of mayor was woman and she was less vigorous than us. She thought that she will make her presentation, and she will be not much rigid against criticisms. The people who are more rigid are acting as how our friend acts. Actually, at the discussion point, she should interfere but she did not. And then after the discussion inside, she did lobby outside” (R44, M, Gazi).

(c) “Upon the discussion, even the coordinator said something like “go out”. I mean we were such a situation in Kaymaklı. He said that “if it will be necessary, we can do without you”” (R44, M, Gazi).

(d) “For instance odunpazarı was also an AKP local municipality but almost most of the participants of them-dunpazarı Municipality were social democrats” (R43, M, Gazi).

(15) “To taken the decision about the retiring of Gazi, a social dynamics worked. We took the decision as a result of the reactions of the participants from the other localities. There was a visible problem, their participation was too low, they did not have an interest, and they did not come to meetings with NGOs from their locality. It was a problem, and group showed reaction to this situation. And upon these reactions we looked and saw there was not any efforts to readjustment to the situation, we eliminated Gazi group” (R47, F, STGM).

“We kicked out Gazi from the project, we used forced against them. They affected both the project and people too much” (R46, M, STGM).

(16) “Power was used, we did not go to following meeting, we did not invite” (R43, M, Gazi).

“I think we were the weakest municipality among the municipalities in the process. Yes, we did not go, because, actually we did not get any outcomes on the structure that we had started at the beginning of the project. Therefore, STGM did not invite us to the third meeting. We came together to present and talk on what we did in our localities until the second meeting in Kaymaklı. Since we could not do the expected structure in Gazi, our study stayed as uncompleted. As an initiator of this study in Gazi, we could not only focus on the study, I mean we had another works that we have to do. For these reasons, we could not get any result” (R43, M, Gazi).

“If I am not wrong, third meeting was in Kızıltepe, we did not go or STGM team did not invite us. Even they resented and crossed us. Those are our process in the case of ‘Local Government and NGO Cooperation in Participatory Democracy’ project. In here, we do not say them why did you cross us, actually there were two things. First, we were very busy with our works and so we could not focus on the project and continue how we started. Second, we were afraid of the NGOs’ approaches and desires in the process” (R43, M, Gazi).

“We should say also our inadequacy. We did not continue with the passion and excitement as much as we started. If we could continue as we started, there will be more concrete or more beautiful results” (R43, M, Gazi).



*“Mardin was where actually I wanted to go. I think I was working on other project and maybe I have busy schedule. I wanted to go there very much but I could not go. I think nobody went to there from Gazi Municipality” (R42, M, Gazi).*

*“Actually the most important problem is sustainability, and continuity. It is one of the biggest problems of Gazi generally. At this point as one of the manager of the municipality of those times, I included also myself in it. We could not plan any project which is sustainable. See my point, I did not say we could not realize, even we could not plan such a project. We could not do long-term plans” (R42, M, Gazi).*

*“I am especially talking on the participants from Gazi, we were not consistent. We went the meetings, we talked and turned back but then we did not do anything. I saw that if you are not on the head of the organization, association or institution, you could not do anything” (R42, M, Gazi).*

*(17) (a) “Actually STGM don’t want to prioritize ‘townsman associations’. They mostly said something on organized the NGOs mostly related to women, children, development, disabled, or they worked to organize these NGOs. Actually we send our letter to all NGOs in Samsun, we didn’t separate the townsman associations. There were answers but most of them included political content, and some of them couldn’t understand us. They thought that municipality wanted to learn their problems in those days and we got answer parallel to this understanding. Some of them wrote without confidence; lack of trust. I read them one by one. Then we met these NGOs one by one. Actually there were not good turns, if I don’t wrong we sent about 200 letters. At that time there was not such administrative structure. I mean there was not a center province; Gazi was a municipality with 160.000 populations... ..We planned to take Beyoğlu Municipality as role-model for us but there were about 1000 NGOs within the boundary of Beyoğlu. All of them work to realize their missions. But in Samsun there were not many active NGOs and what they worked on were not parallel to what we want to do. We send the letter to all NGOs in Samsun. Yes we could not reach our aim but we created such an excitement especially among the women associations. There were some answers which feel that ‘they care about us’ and so thank to us. But generally, there were some political answers. And we could not organize a meeting; we could not take the following step. We could not collect them together. Actually we were afraid of NGOs’ desires. Because they thought municipality took a step toward us and if the municipality will give help and place to us and so on. Our letter created and increased the expectations of NGOs from municipality directly, which afraid us” (R43, M, Gazi).*

*(b) “Maybe we could not realize the project with all NGOs, but we reached success with some groups. Even today, I still see something continue on the foundations that we build. Some works still continue related to social groups such as women, youth and disabled” (R39, M, Gazi).*

*(c) “We developed relations with not STGM, but Odunpazarı Municipality. In the meeting, we cut-out the STGM, actually it cut-out itself” (R43, M, Gazi).*

*“There was a project as disabled coordination center that was designed by one of the advisor of mayor, one of our work friends. STGM’ project gave speed to this study; we connect with these NGOs much tightly” (R43, M, Gazi).*

*“Actually we cannot say that it was useless for us. There are relations started on this wise, such as relation with women associations. Of course, there were some comments of many NGOs, before they recognized us since we was an AKP’ local municipality. At least we broke those ideas about us. They started to know us really inside” (R43, M, Gazi).*

## APPENDIX I

### SELECTED QUOTATIONS FROM THE INTERVIEWS WITH THE RESPONDENTS FROM KAYMAKLI

(1) *“Kaymaklı is small town but not too small; its population is about 5000. It has economic values; since our agricultural lands are very good. We are planting potato in our valuable lands, but we cannot give our potato as valuable as we sold 5 years ago. People earned more at those times. In spite of this bad image; there are different Kaymaklı around it. Kaymaklı is growing, new buildings are beautiful. One of the economic inputs is tourism, and the people who had worked in Europe and came back to Kaymaklı” (R25,M, Kaymaklı).*

(2) *“It is all about the approach. Actually it was my personal approach. The municipality officers did not used to such issues. Since in past there was a non-renewable mayor, who did not think such issues and also did not have education to think such things. I don't say this to revile against the old mayor; actually he was my relative. He was a lorry-driver and he was not graduated even from middle school. He had a shopkeeper mentality and he tried to manage the municipality with such a mentality... but participatory approach is my approach, I worked on such issues when I was taking education in 1996” (R34,M, Kaymaklı).*

(3) *“In 1999, we were five or six municipality, four of them from Nevşehir and the others from different geographies of Turkey. There was an activity in 2000 because of the 2000nd years of the birth of Jesus. Since, Nevşehir is an attraction center that nested with Christians; we thought to reflect these activities to tourism in the Cappadocia region. We tried to found an association. But the ministry of interior did not accept. And then the union of historical cities was born from this work. With the mediation of Prof. Metin Sözen, union of historical cities was founded with Bursa metropolitan Municipality. Kaymaklı was a part of union of historical cities. Therefore, we started to cooperate and work with NGOs very early, and this was my approach” (R34, M, Kaymaklı).*

(4) *“For instance, we were doing education on agriculture, when people in Kaymaklı planted only potato. Therefore, they burst up when potato cut no ice. We had such difficult times and we organized courses in order to teaching to plant different things and alternative agriculture such as fruit planting and apiculture. But nobody come, there was nobody. At that time we said that we should begin with women, since they encourage their husbands. As a result we started to women studies with such a need” (R34, M, Kaymaklı).*

*“Firstly before the women project, we opened a course to educated women for housekeeping with the partnership of Kristal Hotel in Kaymaklı. This course became preparation for the women project indirectly. When the hotel was building, as a manager of housekeeping, Ms. A (R36, F, Kaymaklı) came to Kaymaklı. We cooperated with public education center and we gave education to 20 women from Kaymaklı to work in the hotel. However, unfortunately there was barrier which was created by men. Men in Kaymaklı are sitting in coffee and don't earn money for live of his family. And his wife is working in hotel as a house keeper. But then man says “what women do in the hotel?”. And for the reactions of men in Kaymaklı, most of the women put down their jobs. Today only 2-3 women are working in the hotel” (R34, M, Kaymaklı).*

*“I came to Kaymaklı and I gave an education on tourism. It was seven years ago, it will be seven years in February 2012. When I came here at December (2004), I started to work for educations, at those time the hotel was still under construction. We (women from Kaymaklı and me) opened the hotel from scratch” (R36, F, Kaymaklı).*

*“We started with 20 women; however there was not continuity of their works. There are many women who don’t have any job. Today, men still accept the hotel as a bad place. Today, I work only 2 or 3 women from Kaymaklı” (R36, F, Kaymaklı).*

*“We saw the problem which motive us to make a project for women in the case of the hotel. There is a five star hotel in Kaymaklı. Manager of the hotel asked us for women from Kaymaklı who could work as house keeper. I said that “women of Kaymaklı don’t understand being a house keeper”. But then they opened a course to give education to women for being a house-keeper. But it was very hard to find 20 women who took the course. Actually they will have a course and they will have a job in a five star hotel. But we found the women with difficulties. People in Kaymaklı had such questions: “Do a woman work in a hotel?, why do a woman work in a hotel?” The women could neither explain to their husbands nor to their environments” (R25, M, Kaymaklı).*

*(5) (a) “In 2002 or 2003, a letter about Local Agenda21 came to related municipalities. In those times, I was working as both editor in chief and accounting, I was the second man after mayor in the municipality. I looked the letter which informed about LA21 and said that “all municipalities should give support to establish the city council, there should be participation, and women assembly and youth assembly should be mobilized” ” (R25, M, Kaymaklı).*

*(b) “Actually my works began with the activation of Local Agenda21. I started these works in Kaymaklı. In Nevşehir, there was neither city council, nor women and youth councils as much as in Kaymaklı. For me, ‘Mustafa Paşa’ which is another small town of Nevşehir, became an example. I talked with a person who was working for LA21 in Mustafa Paşa. Then I read about it. Actually it was a project well suited to 21<sup>st</sup> century. When I was thinking about what I could do about this project, it reached to development of civil society” (R25, M, Kaymaklı).*

*(c) “It was very hard to gain youth, there were much conflict among generations. Until the last 8-10 years, youth has never had a voice. They were not being part of grouping to express them. It was hard to provide to come together them. But to do this we used old church structure to collect the groups those came together by themselves. We had already had a group who interested in sport; we oriented this group to other issues” (R25, M, Kaymaklı).*

*(d) “Actually we have a space need to watch matches on television. We told the secretary of mayor to organize such a space for us. He said “ok, it is easy”. Then we thought that we could make contributions to Kaymaklı by this works (studies) and so we did not be away from. We had a group with five or six persons. We worked together in the first stage of the project” (R37, M, Kaymaklı).*

*(e) “Our woman assembly and city council was established before working with STGM” (R25, M, Kaymaklı).*

*(f) “I wanted to make women more socialized, and so Kaymaklı town. We are a closed-society, because we are a closed agricultural society. Actually we wanted to make tourism ‘butter and bread’. Of course there was tourism but citizens didn’t know the tourism.*

*Therefore, they did not own the tourists. Tourists were coming to Kaymaklı and went around in the bazaar, upon this Kaymaklı people said that foreigners are going around. Because they did not get any benefit from tourists or tour of tourists. What did tourist bring us? The ticket money of underground city was taken by ministry and so we took only the garbage of tourists that was the opinion of the Kaymaklı people. I wanted to show that tourism not how they think. I wanted to show them at least we can build communication. I wanted to management with participation, in other words governance. On this desire, we had a women council, youth council that organized some activities in Kaymaklı. Moreover, we had a child-council and participatory groups in some areas. For instance we had a agriculture group since Kaymaklı population earn their lives by agriculture” (R34, M, Kaymaklı).*

*(6) First, we did not take final decisions, I mean citizen who did participate in meeting or not, suggested and requested something to us. I mean we thought it as an advisor council. But decisions were also taken, since there was not practicality of taking decision with the participation of citizens. Since we should carry the decision which taken by citizen to the municipal council where decisions became a legal decision and then money for its implementation was allocated and then implementation. However, decision with taken by the citizens were also final decision. Citizen should believe that this decision will be implemented and if it could not implemented, the reason should be explained to citizens. If you did not implement what citizen decided or if you don't explain why you did not implemented, it could be realized only one time. Then nobody participated to taking decision process. You know what people want and what they don't want, you are in the decision maker position for these people. I am always opposed to such a management approach that I will conduct such a management; as a result you will be happy no matter whatever I did. I think that maybe citizens don't want what I want to do for their happiness. Maybe they want another thing, or they want same thing but in another way. Therefore, we should talk; even they want to the same thing, they should want. Implementations should be realized upon the desires of the citizens” (R34, M, Kaymaklı).*

*(7) “I think we saw on the Internet when I was working on such things. I have placed emphasis on the cooperation and NGOs” (R34, M, Kaymaklı).*

*“I found STGM and the announcement of the project, when I was searching on how I can develop civil society” (R25, M, Kaymaklı).*

*(8) “We liked very much what Beyoğlu had done. They turned an old han to women education center. After saw the example of Beyoğlu, we started to work. Our hamam was tumbledown, we repaired it and turned to library” (R34, M, Kaymaklı).*

*“We went to İstanbul and saw the good practices. I am saying one of what we saw in İstanbul. It was an old hamam, or an old school, they had restored it and today they used as youth center. And after the meeting when we arrived to Kaymaklı, we thought. We said that “our hamam is not used, we can restore and then activate it”. Today, we keep an old building that was almost died. We own this to our İstanbul trip” (R25, M, Kaymaklı).*

*(9) “With this way, we met with Beyoğlu Municipality, and decommissioned with STGM. Students from Beyoğlu came to Kaymaklı every year, and they stayed with volunteer families for a week. And, we chose successful students in Kaymaklı, and then brought them to Beyoğlu' sea camp in Kepez for 10 to 15 days. A girl group and a boy group went in every year, in total about 50 children. In these camps, children from Kaymaklı who have never seen sea, stayed, played sport, learned swimming (R34, M, Kaymaklı).*



(10) *“We, our municipality, organized meetings. I mean these meetings and studies were as parts of LA21, but not in a systematic way. Actually there was very good work environment; there was not any compulsive thing. We had already started such works before STGM project but we started dribs and drabs. After being a participant of STGM project, the first meeting was in İstanbul. Beyoğlu opened our eyes, from which we learned method. Actually we had desires and we did some things but we learned how it can be done”* (R34, M, Kaymaklı).

(11) *They took a huge step to the point which is almost destroyed. For instance we had another project on the participation of women to politics. It became very successful. It was an EU project, we took grant from EU. An association was founded with my desire, called as ‘Beautification, Mutual Aid and Solidarity Association of Kaymaklı’. We became participant with the association. We collaborated with this association and we took about 20.000 Euro grant. We organized education to women about their legal rights, health, child-care etc. whatever they needed. Some parts of the education were determined by women, we gave educations. Trips were organized with our desire, women saw what the other women in other cities were doing. The Nevşehir Occupational School of Health was our partner. Our aim was run a woman candidate for the mukhtar’ election, and for a women municipality assembly member for the first time. They were our targets and almost will be. However, STGM should conduct studies to provide sustainability of these studies. I mean we could not reach anywhere with such way, we should start every single day a new point”* (R34, M, Kaymaklı).

(12) *“We were from a municipality from MHP, and we became sibling municipality with Seyrek municipality from CHP. We had met with, the mayor of Seyrek Municipality, and we met again with our families”* (R25, M, Kaymaklı).

*“Two municipalities; one from CHP and the other from MHP, of course there were affects of the personalities of two mayors on the relation between these municipalities. They recognized each other very well, and they developed a great cooperation. These two municipalities became sister municipality, it was very interesting. However, after the meeting they could not implement the system-what they planned in the meetings- in their localities. During the meeting we created changes for many people, we became a mediator for their changing process, but when they turned back to their localities, they have problems in their localities, they have some adaptation problems”* (R46, M, STGM).

(13) *“We organized festival; women were more interested in the festival than men. The ‘Kaymak festival’ still organizes. In this festival, women who had not even gone out of their homes got on the stage with their traditional costumes in the night. For instance, we had organized a competition in daytime, and gave the rewards to who were placed in a competition. In the evening the women got on the stage, took plaque, even some of them talked in the stage. They were asking questions and they were discussing those what had wanted”* (R34, F, Kaymaklı).

(14) *“For instance, lawyer came to give education, he/she gave knowledge on legal system and women’ consciousness increased. Today women know that if her husband do something her, she know that where she should apply, how she manage such a situation. Child-care education was given to women. They know many things today”* (R38, F, Kaymaklı).

*“For instance, we had another project parallel to the project. it was related to participation of women to politics, which was very successful. It was a European Union project, we took grant from EU. Firstly with my desire, ‘Beautification, Mutual Aid and Solidarity Association of Kaymaklı’ was founded. We became stakeholders with this association, we*

cooperated with it. We take 20.000 euro support. We gave education to Kaymaklı' women about their political rights, legal rights, healthy, child-care so on. Whatever they needed and some of the education issues were determined by women. Then, in the context of the project, we organized trips to other cities. We almost had good results, but it could not be sustained" (R34, M, Kaymaklı).

(15) "When we started, 70 women started. We had machines that gave an opportunity to work for 25 persons at the same time. All 70 women started together and we gave education all of them. I think, about 30 of them became master. Of course all of them had sewed in their houses but they could not use the industrial sewing machine. Unfortunately, the number of them decreased continuously. Mostly men became a barrier on women. Therefore, both women and men should be educated together, otherwise men become barrier" (R34, M, Kaymaklı).

(16) "Central persons did not play sufficient role, it was not enough. We were a little alone; of course there was someone who made efforts but there must be more people who could be volunteer. I expected some bodies who could be more volunteer, but they didn't" (R34, M, Kaymaklı).

"In Kaymaklı, mayor of municipality did not implement what was in his head, since he could not find much support from locality" (R46, M, STGM).

(17) "For example in Kaymaklı, the present mayor came in charge, and his approach to such works is such an ignoring attitude. Therefore, they came to a point to destroy a big step which was taken before" (R34, M, Kaymaklı).

"Now in this process, I think since we cannot share anything with the present mayor, we gave up what we gains during the process of the former mayor' presidential term. My friends ask me that "why you are not activist now? Why do you stop with the new management? Why do not do anything?" I say that "does this management believe what we want to do?" I mean, a movement related to women, a movement related to youth or a movement related to city council. It will not be supported" (R25, M, Kaymaklı).

(18) "Central persons did not play sufficient role, it was not enough. We were a little alone. I expected some bodies who could be more volunteer, but they didn't... ...For instance we took two teachers to the meetings one to İstanbul and other one to Mardin. Both of them went to their relatives and friend in the meeting times. However, they should take some other roles. Therefore, after the meetings we extracted, we eliminated them immediately. We brought more disposed people to encourage them; the others only participated in one meeting" (R34, M, Kaymaklı).

"We had a group with five or six persons. We worked together in first stage. But I think they did not think work with us for the following studies. There was a rupture, actually we moved together when we went to meeting in İstanbul. Actually there was a thing in this period; I mean after the foundation process of women assembly and youth assembly in Kaymaklı as if there were nothing to do. The situation was as "we did it and it finish". Then with the invitation of Beyoğlu Municipality we went to İstanbul. There was a productive, useful meeting. After then with the invitation of other municipalities there were other meetings, but they did not give me information about those meetings" (R37, M, Kaymaklı).

"I had worked in Mardin for four years, and when we went to Kızıltepe for meeting, I met with the mayor of Kızıltepe. I told her "I had worked Mardin as a teacher" and she said that "if you want you can visit the village where you had worked". Actually, I participated in all meeting in that day; I did not participate in only two lessons" (R31, M, Kaymaklı).

(19) *“When I became mayor, women could not come to municipality building even if to pay their bills. Women could not walk through our main street since everybody looked them. Men did not used to their walking on the streets and did not want to walk since they were avoidance of walking through street. For changes these habits, firstly we opened a culture center meeting hall, which was one of our early works. We often gave education in this hall. We taken in hand these women, who could not go out, could not walk in bazaar, could not go anywhere alone, and they became to work. These are the results of the project”* (R34, M, Kaymaklı).

*“Women cooperative was closed, however some of the cooperative’ heritages still continue in Kaymaklı. For example, ‘Kaymak’ that give the name of Kaymaklı village disappeared in history. However, thanks to these studies, we have a ‘Kaymak fest’ today. Moreover, women open shops and started to sell again as a result of the project. Today, when people in Nevşehir, in the region or people even the people who live in Kaymaklı village, want kaymak, and some women in Kaymaklı produce ‘kaymak’. These women live with the money which they gained by selling kaymak. Although, people said that “the project did not work and could not be succeeded”, the project created jobs-works that became bread and butter for at least 30-40 families in Kaymaklı”* (R34, M, Kaymaklı).

(20) *“In the society where everybody knows each other like Kaymaklı power using is felt more. I mean social norms restricted acts of women. But, today Kaymaklı is not like the old days, the social norms are partly overcame with the effects of the participatory processes. Today women travel more than men, they can go to Nevşehir, they can go to bazaar, and they earn money”* (R25, M, Kaymaklı).

*“The man who did not permit women to pass along the main street of Kaymaklı, today permit his wife to work in hotel. A transformation is occurred in the society. Society do not consider something strange which were considered strange before. It created changes in the social structure, actually in the last 6-7 years many things were changed”* (R25, M, Kaymaklı).

(21) *“For instance, participants from Kaymaklı considered some participants saw the Kurdish people as terrorist, and Kurdish people saw the people from the municipality of MHP as fascists. However, after a time these people became in a close embrace. Moreover, the mayor of municipality of MHP said that “we considered these people such a way, but we saw that all of us are sibling. They are the people of ourlands, we could think in different ways. It is normal, but I am ashamed because of my old thoughts about these people” ”* (R46, M, STGM).

(22) *“After the period of the former mayor, neither we could go to municipality, nor a participation in such a project. Those days were better. Kaymak fest, it was also started by the former mayor”* (R33, F, Kaymaklı).

(23) *“Mayor and secretary of mayor, the project was conducted on the leadership of them”* (R28, F, Kaymaklı).

*“In Kaymaklı there was a secretary of mayor who was responsible from the works when the mayor was not there. He was very dominant. He always thought that how we can earn money? Moreover, he said that “they don’t know, don’t care about them, we know what we will”. There were unwritten boundaries in Kaymaklı based on the secretary of mayor. Things were not realized which he did not want”* (R46, M, STGM).



*“For instance, our biggest conflict was with the secretary of mayor. Among us there were many conflicts. Because the man in Kaymaklı does not only dominate Kaymaklı women, he also dominates also the experts, because you are also a woman. For instance in my period in cooperative management, I was not a person who manage there, I was just trying to manage but it was him who manage there” (R38, F, Kaymaklı).*

*“I did not trust anybody; first I did never trust the secretary of mayor. I never trust really. I retired from cooperative with my desire. If I did not retire, the secretary could not remove me even if he wanted. He irritated and provoked you. He did some things behind you, I recognized at the first time” (R32, F, Kaymaklı).*

*“The secretary told the women in cooperative “do not select Mrs. A”. With this way before the election he put the boundary himself. And said to Mrs. A, does not put her candidate” (R32, F, Kaymaklı).*

*“Kaymaklı became a toy in the hands of the secretary. I mean the decision were seen as taken but since there was not implementation power of the people who took decisions, the decisions were in the hands of who have power to make implementation” (R46, M, STGM).*

*“If they said things which I did not agree with them, I manipulate them by saying “do you want to say this”. I always said the last words to others and signature it. Look, I don’t say, I make them say” (R25, M, Kaymaklı).*

*(24) “When we started the educations, we told women that “if you will come to educations, we will pay for each hour to you”. We also used this way in the other projects. They earned even during the education process and then they wanted to earn always. They showed tendency as do not anything voluntarily and they met with money. Actually the money was very small, but it means money for those women. After the money, we started to give foods such as pita with minced meat. I always said that the women of Kaymaklı could not be anything” (R25, M, Kaymaklı).*

*“Coming together, eating and drinking something and by this way sharing something provided something to women. It became power impulses. Coming together and talking as a group became helpful for women of Kaymaklı” (R25, M, Kaymaklı).*

*“We persuade women by cake and tea; women did not come without cake and tea. I saw and know the classes were full because of the pita with minced meat and buttermilk” (R38, F, Kaymaklı).*

*“Women want to run before able to walk, it was always the problem. For instance, when experts gave education, women wanted a job from expert. In my case, when I was teaching machine in workshop, women talked the salary before learning machine. The reason of such behavior was less education and social environment. Women want to reach directly to the result, they focused on results” (R38, F, Kaymaklı).*

*“I used power as enhancing as financial means. I think it does not mean working without charge. For instance, we organized Kaymak competition in Kaymak fest. I said that I will give quarter gold to every participants of competition. Moreover, we gave presents to the participants who rank in the first three. Therefore many women participated in the competition, about 30-40 women every year” (R34, M, Kaymaklı).*

*(25) “When they established the cooperative I told the secretary of mayor that “let’s explain what the cooperative to women is. They should know.” Since they established without any explanation to women, the result is like this. When I said this, I became accused from their*

view. I don't hide what I did. I had learned that the cooperative had in debt. Then I wrote a complaint letter to cooperative mayor. Then accountants came to cooperative with two police officers" (R33, F, Kaymaklı).

"A woman with prejudices, she already came from another region of Turkey as a second wife of a man from Kaymaklı. For instance she complained me and she said that "cooperative did not pay her money". But I have recorded documents, I mean she signature and got her money. But she could not think, because she is ignorant and she could not think" (R38, F, Kaymaklı)

"There was a meeting of cooperative, and there was many Kaymaklı woman who did not related to cooperative before. They did not come to cooperative before or they did not sew before for cooperative. Of course they could participate but. Then I asked who selected mayor, a woman said that I am a mayor and she is vice chairman. I was so surprised, because, "how did she take this decision alone? You could not be in a cooperative in such a way"(R32, F, Kaymaklı).

(26) "The mayor brought to meetings whoever he wanted. The secretary also brought whoever he wanted and they did not brought us" (R27, F, Kaymaklı).

(27) "I know that the process created transformation on the Kaymaklı' mayor. Moreover, I know that the local meeting in Kaymaklı created transformation on some women from Kaymaklı" (R46, M, STGM).

"For instance, in the last meeting, we said that "let's do something and we will say our problems in Kaymaklı". We wrote our problems, everybody said whatever she think, we talked and wrote. Then we said that "let's give it to (present) mayor". We gave it to mayor but nothing realized. Now how can I say to those women "let's come together", I am ashamed because we did not do anything, I could not do. I became unsuccessful, I mean there should be a conscious persons. Leader should be who should direct the women" (R27, F, Kaymaklı).

(28) "During a meeting in Kaymaklı, a young girl said that "they against to my modern wearing". She said "she could not wear whatever she wants because of pressure". Then other woman said another thing, and the another women said other thing. Another women said that "I could not walk from the main street of Kaymaklı. I used different way which is longer than the main street. When I wanted to walk along this street, men were sitting in the cafe and I was afraid of man". When the mayor heart the last woman, he started to talk and said that "we (men) also afraid of women". He said that "I am a mayor of this settlement and I am a master of Kaymaklı more than 40 years. But when I am walking, I see women who are sitting close to street; I am walking across the street. Because, I don't want to pass in front of women." He said that "look all of us our relatives, but we are afraid of coming face to face. We are in such ignorance." Then everybody started to explain another story and things. Everybody explained and a barrier was broken there. And then they said that "we should not do this to our children since it is a kind of social torture. We lived in this way and maybe we could not change but we should rescue our children. What will do? Let's organize courses for both young girls and boys, create spaces where they could be friends." In the meeting they took such decisions, and I think really a big wall was broken in their mentality" (R46, M, STGM).

## APPENDIX J

### SELECTED QUOTATIONS FROM THE INTERVIEWS WITH THE RESPONDENTS FROM ODUNPAZARI

(1) *“As you know, Eskişehir is a city where in the last centuries different parts of society lived together in piece since it let in immigrants very much. Actually the population of Eskişehir increased with the migrations. First, there are Turkmenian, we called them as native people. Then I think Eskişehir is the second city after Bursa which let in the most immigrants. The Sunni people mostly live in Eskişehir but the 15 % of the population is Alewi. Actually, the project provided opportunity to all of the people to recognize each other better” (R9, M, Odunpazari).*

(2) *“Before us, NGOs and local municipality were not close to each other’s mutually. Actually, they saw each others as a rival. Actually “rival” term could not be enough to explain their relations and their point of view to each other. They saw each other as an enemy mostly; there are interest conflict between them. After our coming to charge, we always said to NGOs that “we are not enemies, we are not rivals, and we could be only stakeholders. We could fill each other’s gaps in the society; we are essential components for each other”. It doesn’t mean that the local municipalities gave up their charges, but we are located in the different areas of life. The missions, responsibilities and authority of municipality are different from the NGOs’. However, population of a city, whatever it is, the life comfort and life standard of them could be only increased with the rational and without prejudices communication between local municipality and NGOs, actually not only communication but also with the cooperation of them. We said all of these. Actually firstly, there was some problems, because there were prejudices and suspiciousness. But in time, NGOs and us as Odunpazari Municipality recognized each other well. Perhaps during this process, our political parties which we are members had important role to the creation of prejudices to each other. However, all of these were overcome in time, and as I said before we recognized that “we are not enemies or rivals of each other, but we are essential components for each other which complete the lack of other” (R9, M, Odunpazari).*

(3) *“Not exclude each others, not otherwise, we could reach the best only together. We said that if you are not we are lack. We said that if you are not, we remain incapable. We organized our studies not on the vertical but on the horizontal hierarchy. In our modern times, the concept of management give its place to governance. We used the concept of our municipality beginning from 2004 and we organized a governance structure. Maybe the best example of this structure is ESYO which turned to an NGO today. There are about 200 NGOs representatives but they don’t have any managers, or boss. In ESYO, we organized not a management model but governance” (R9, M, Odunpazari).*

(4) *“I began to work as an advisor to the mayor in 2004 and I found myself in the following situation: NGOs in the locality, whatever their missions were, came to the Municipality to visit the mayor. And they had many demands such as computers, rental fees for offices, and so on. And then I told these NGOs’ that “I cannot give financial support since there are not any financial resources of the Municipality allocated for NGOs”. At this point, we said that we can gather all the NGOs in Eskişehir under a single roof” (R1, F, Odunpazari).*

*“We thought that if we create a center for NGOs, it will be a useless. Therefore they should do it. We should create the demand of NGOs. At those time, “association for protect and support the man-childs who need protection”, “environment association”, but I could not remember all of them but we started with five NGOs. We called these NGOs to my room and said that we want to do such things, do you want to be under such a roof?” (R1, F, Odunpazarı).*

*“We were meeting each Wednesday to discuss how we collect the NGOs in Eskişehir together, how we will work together. The number of NGOs who participated to these meetings was rising in an every single day. We started to work with five NGOs and in the first six months, they had some suspicious and they were talking and asking each other “why municipality called us?, do they want to exploit us?” First, they showed resistance with their anxiety about the sincerity of the municipality. Then we found STGM on the internet. We called STGM and we wanted their printed documents and we asked for the way to continue to work with NGOs in Eskişehir. Then we got an appointment” (R1, F, Odunpazarı).*

*(5) “My assistant found STGM on internet. There were their publications about NGOs’ and we asked for these publications from STGM. Then we (my assistant and me) came to Ankara-STGM- and met with the coordinator of the project. After a time they asked us to participate in the meeting in İstanbul. This Project, ESYO’ and STGM’ project, began with five localities, there was nothing before. This was born with our enterprise” (R1, F, Odunpazarı).*

*“We talked with them and after a year STGM came to Eskişehir. We gave this project to STGM, we did it and then gave it to STGM. STGM said that we could not do this only in Eskişehir and let’s do it in five cities. I mean, we started it before STGM. And then we started to meet these NGOs” (R1, F, Odunpazarı).*

*“We visited STGM and met with the coordinator of STGM. We explained what we thought and what we had already done until that time. The coordinator said that “we can come to Eskişehir in September 2005”. When they came, we had already achieved to come together with about 140-150 NGOs” (R1, F, Odunpazarı).*

*“First, we started with interviews one by one, persuasion processes realized with the representatives of every NGO. It was not only one or two times, we interviewed with them many times. Then we started to construct communication in small groups. We worked to provide their communication with each others. Therefore, the first year was the communication process when we worked only to construct communication networks. Because when we started, there were persons from the radical sides of society who did not want to come together with each other in any place. Therefore, first we worked to came together these people in smooth situations where they started to make joke each other’s and then they became friends. It was the basis of the communication network. If we did not do this, we could not get any success. The most important success of ESYO was the communication. We worked only on communication during the first two years; as a result the communication between the NGOs became stronger” (R1, F, Odunpazarı).*

*“I do not say STGM’ project, it was ESYO and it was our even with its name, it had been founded when we met with STGM. I mean it started to work when we gave it to STGM” (R1, F, Odunpazarı).*



(6) *“The coordinator of STGM said that we will work such a project, they prepared an EU Project. They bring together five municipalities and one of them was Odunpazarı (Eskişehir)” (R1, F, Odunpazarı).*

(7) *“They asked for my participation to meetings in Eskişehir at the recommendation, I went and they accepted me. Before the Beyoğlu meeting a network was created and we met many times, during these meetings we were discussing what can we do? How can we act together? We discussed and worked on how we can represent both our city and our associations. We went to Beyoğlu meeting as Eskişehir group successfully. We did the pre-studies very well” (R10, F, Odunpazarı).*

(8) *“Actually we did not understand the general meetings, I am not sure if any of our friends understand the meetings” (R1, F, Odunpazarı).*

*“In the first meeting in Beyoğlu, everybody marked each others. But the Beyoğlu group was very successful on this issue. Beyoğlu’ association came to Beyoğlu meeting, although all of them were different in terms of their thoughts, religious beliefs they can meet in a common ground. However, it was impossible to meet with the Kızıltepe group at the common ground” (R7, F, Odunpazarı).*

*“We went to Beyoğlu Municipality in İstanbul and we saw their studies. They organized very nice activities, we saw them. They produced concrete project; they found workshops where women were producing cloth, shoe box. They conducted such projects” (R11, M, Odunpazarı).*

*“Eskişehir’ group was very dominant in the Beyoğlu meeting. I mean our participants were more educated and highbrowed than the other groups’ participants. The other participants came from the villages or Kızıltepe, some of them even did not know why they came to Beyoğlu meeting. I mean they did not know why they came to meeting. I did not continue my communication with the people or NGOs which I met in the Beyoğlu meeting. I think, any of the other participants from Eskişehir could not have. Because, they were not in our level, we can not wait anything from them” (R10, F, Odunpazarı).*

*“In Beyoğlu meeting, the speech of Beyoğlu mayor was very impressive. He gave confidence as a host municipality’ mayor. He made the opening speech and he was with us during the meals. Moreover, the people who represent the mayor of Odunpazarı also gave confidence. Therefore, there was an environment of trust” (R10, F, Odunpazarı).*

*“Beyoğlu municipality showed an interested in us, it was too much. They wanted to provide the continuity of the project. Actually the aim of the rulership-power in their local municipalities is what they did in this Project and it was their methods due to their aims” (R10, F, Odunpazarı).*

(9) *“I participated only the meeting in İstanbul, and then I could not go because of my workload. I did not participate to studies of ESYO, because there were different issues, I mean we have a focus in our association. However, they collected many NGOs that were working on very different issues and actually each of these NGOs focused on their own issues. For this reason, I did not participate” (R7, F, Odunpazarı).*

*“For instance one reason of my discontinuation in the process was the fact that I thought what can we realized if I will be on the same platform with these people or not. Upon this I did not prefer to participate in the following meetings and organization in Odunpazarı” (R10, F, Odunpazarı).*

*“I don’t care the people’ identities, personalities or clothes, she/he can wear whatever she/he wants. But there is a template about such persons and yes I don’t want to be together with such persons. They are not open to innovations, they have a one-track mind, and they said always what I said is true. I mean, actually he/she did not want to add an innovation to what he/she do. In Odunpazarı group, norms could be created with the effects of these persons, but I did not participate to not give permission such things” (R10, F, Odunpazarı).*

*“Both me and one other participant (R2) pull away and we removed them with each other who were same. She did not participate later because of her social democrat identity. But another participant (R11) participated in because he could take very well support. And the others also participated in but I did not. For the last three years, I have learned only what they send via e-mails, but I did not participate in meetings. There was persons who did not want to participate in the following activities because of being a part of another group, the effects of conformity were very high” (R10, F, Odunpazarı).*

*“There were some persons who left the group. One (R2) left in the first period by saying I don’t want to work with you. Then next period she became a candidate for being a member of parliament. We still meet with her, ESYO made such contributions to us. We recognized each other’s instead with our humanistic values of our political sides. It was very strange, because in normal conditions we are doing politics in very different sides. If there was no ESYO, we did not have a chance to come together and recognize each other” (R1, F, Odunpazarı).*

*“Who did not like the structure, or who could not find a place for themselves in a management level, left from our organization. But NGOs were activated, they need to revise their management, some of them remove some of their members from the management level” (R1, F, Odunpazarı).*

*“The workers of ESYO were the personnel of Odunpazarı Municipality and yes they did many things for ESYO. They filtered many things and then gave to NGOs and by this way the activities and studies of ESYO became faster. I mean if NGOs should do everything, the process could not be realized” (R1, F, Odunpazarı).*

*“For instance we hired the building for ESYO. One of our participants searched and found them six or seven buildings and took their photographs. We showed their photographs to other participants and we selected based on the majority choices” (R1, F, Odunpazarı).*

*“We went to STGM and about a year later they came to Odunpazarı to see us and Odunpazarı. Upon their visit they said that we will work on the project. Then in their next coming, they said that “we wrote a project and gave it to EU. If they will give financial support, we will undertake such an initiative in these cities”” (R1, F, Odunpazarı).*

**(10)** *“Since we had started to work with NGOs before the STGM’ Project, when the coordinator of STGM came to Eskişehir on February 2006, there was about 140-150 participants NGO of Odunpazarı Municipality. At those time there was no ESYO. The coordinator came and education started, then a decision was taken by NGOs. There will be a facilitator team including seven persons who will work on how the project will be done, how it will be improved, with the municipality. R3 participated in the studies at this meeting. Moreover, R9, Mr. A, Mr. B. participated. R4 participated from KA-DER. We did not change our meeting traditions and we met with these seven persons every Wednesday about 19:00-21:00 to establish ESYO. Then we established ESYO” (R1, F, Odunpazarı).*

*“We did not select the seven person facilitator group ourselves. General commission selected them but we did lobby. For instance R11, who came to meeting as a representatives of NGO related to environment, was in sulks often and did not speak for along times. Therefore, we did not make part of facilitator group. Being there was very important for his ego and so horizontal hierarchy did not suiTable for him. The situation could not care his ego. Therefore, we make selection, we did not affect the election directly but we made lobby behind the scene with NGOs, not being municipality” (R1, F, Odunpazari).*

*“We came together every week regularly. After a time, these meetings became a routine work of everybody. Sensitivity was created after a time” (R1, F, Odunpazari).*

*“Before the consensus building, municipality should provide financial support. In such studies, power-holder did not understand what you do. Actually, NGOs also could not understand that is the worst. NGOs said that we came here two times or five times, and you did not give money. What do you do, what do all these things mean. The number of persons who understand the issue was really low. But the hardest one for me was the holding them together” (R1, F, Odunpazari).*

*“Generally, we came together as facilitator commission every week and general commission in twice a month” (R1, F, Odunpazari).*

*“We had an experiment period first one year. On our experiences, we tried to do not again the same mistakes with our 7 people’s facilitator group. Based on the experiences, we developed rules to gain precautions toward the possible negative situations. For instance, it was good to meet with R11 because after we met him, we took a rule on horizontal consensus. Of course it was an experience for us but if there was not a period during which we conducted one by one interviews, we could be faster” (R1, F, Odunpazari).*

**(11)** *“The selection of facilitator commission was well before the third period, but beginning from the third because there were persons who pull strings to be in a facilitator group. They tried to use mayor as supporter. Because ESYO became popular in its second year, it became well-known in Eskişehir. ESYO had a building, there were many NGOs which were in front of the press, they were invited everywhere. Even before ESYO became a part of STGM’ Project, NGOs came from the other cities to see ESYO organization. They invited the facilitator committee to share their experiences in the other cities. To such activities we send two members of the facilitator committee. Therefore, they felt important suddenly, they had a building and workers for ESYO, equipments in ESYO building and so on. Being a part of a group and different political views were together under the roof of ESYO. As a result, everybody wanted to be a part of ESYO. As a result, being one of the members of the facilitator group with seven persons created a competence” (R1, F, Odunpazari).*

**(12)** *“When we saw the NGOs of the other participant municipalities, we said that we did more than them. I mean I have already established ESYO, we have operated it, and we have had personnel in ESYO. However, when we went to the project meeting, they were talking about garbage problem. On the other hand, Gazi saw the project as a political tool and they expected something earlier than normal. But STGM did not work with them” (R1, F, Odunpazari).*

*“There was bit confusion. For instance if you explains such a course, students do not listen you. We went there to listen but they wanted 100 % implementation of what they explained. They wanted too much professional and without any wrong. I mean they were professional but we were not, I cannot do the same thing with you. They had done everything and now they are doing as a hobby. Eskişehir group, there was a teacher (may be professor), he*



*disturbed us. Maybe he was too much assertive. He wanted everything wonderful. All of them were professor, they scorned us, they acted us as we were students. And since Seyrek was smaller than their locality, they scorned us” (R22, F, Seyrek).*

*(13) “STGM would give the project to EU to take grant. They put five municipalities along with Odunpazarı. But when the EU project was approved, I have already rent the building, which was two-story building. We employed two communication experts. There was a computer room, three meeting halls. Before STGM came, we already established the building, pay the employments salaries for 6-7 months as the Odunpazarı Municipality. It continues about 2 years. Then I think STGM took financial grant and then they employed one more personnel. After then I left from the Odunpazarı Municipality. In short, we prepared the project as Odunpazarı Municipality, and then STGM applied to EU to take grant for the project. But before this project there was another project conducted by STGM which was the cooperation of municipalities and NGOs project. It was already started, we had participated it” (R1, F, Odunpazarı).*

*“There was Seyrek Municipality in the project, but this project was not related to ESYO. ESYO was working there. STGM conducted a project with the partnership of Gazi, Kaymaklı, Seyrek and then we participated to this project. The project was conducted with EU Grant when we became a part of it. We went to İstanbul, Nevşehir and Mardin. Then the Project finished, it was a beneficial project. We did ESYO; we did not give it totally STGM. STGM did not compel us to do this, we did it with our desire before the STGM’ project” (R1, F, Odunpazarı).*

*“We organized a building in the city center where all NGOs representatives could reach easily. We organized the building in a way to use for our planned studies and activities. Then we told STGM that it could be the physical center of ESYO center. Until this moment this physical space and the personnel working in ESYO and NGOs, users of this space have continued their studies without any problems” (R9, M, Odunpazarı).*

*(14) “I mean they did not compel us. I want that STGM should feel the owner of it because it is an issue of financial resource. We should pay the hire of building, needs of building, tea-coffee, house keeper, all of these are a big expenditure for the municipality. After my leaving, any mayor did not support the needs of ESYO. Therefore, it should be engaged with a somewhere which will provide its expenditures. And for those times STGM was the right organization, who will conduct the activity, and so we gave the Project to them. After my leaving, I left in 2006, the initiative started in 2004. In 2006, the financial approval of the STGM Project did not continue. ESYO could be cancelled after my leaving because of its expenditure. But during this process the approval for the STGM came and ESYO was transferred to STGM. But it stayed as an autonomous” (R1, F, Odunpazarı).*

*(15) “The experiment in Odunpazarı is a good example for Turkey, it could be a good role-model. We have continued this project for 5-6 years with the partnerships of municipality, STGM and NGOs. I think it is very hard to see another example of such an initiative where 200 NGOs continue in peace without any problems under a roof. Such initiatives could not be long-lived” (R9, M, Odunpazarı).*

*(16) “ESYO started a process that could be an example to cooperation of municipality, it succeed a great job. I mean technically ESYO did many works. City planners gave many things that were ready to implement to municipality via ESYO. With this way, they were honored and municipality gained from this process. I mean when city was growing, they put many contributions. We restored Odunpazarı houses, the development and introduction of the area were done by NGOs under the roof of ESYO. Eskişehir is in a lead position in terms*

*of women studies. All of them succeed by ESYO, those are not achieve by an individual efforts. ESYO made many contribution to municipality, to city and also via ESYO, NGOs in Eskişehir moved to the next level” (R1, F, Odunpazarı).*

*“I don’t know for how many years STGM will support ESYO. In the second year of ESYO, STGM wanted ESYO from facilitator committee. But it should be a limited time project supported by EU. We founded ESYO, and in June 7, 2006 ESYO completed its first year. But on the documents of STGM it was not called as ESYO. In the second year of ESYO, we hired the building; the education was given by a member of ESYO (R5) and we took educational support from university related to projects. We completed almost everything of ESYO and in its third years we organized second general assembly at those times I was still there and then STGM took-over ESYO as a local support center. I mean they took the ready organization” (R1, F, Odunpazarı).*

*“It was very successful under the conditions of those days. Because we started with five NGOs and then number increased to about 150 and I don’t know today’ numbers. We gave life to a center which included NGOs in communication and interaction continuously, gave spatial support to these NGOs in a three years time period. It was success for those days’ conditions. I think it is also successful for today, because there were not any more examples. Of course there will be better example but if ESYO is still continue itself in those days and today’ conditions, it is a successful study for me” (R1, F, Odunpazarı).*

*“First, a project that created common interest was realized. NGOs gained confidence, they improve themselves. Both NGOs and representatives of NGOs improved themselves, they learned to prepare project. Moreover, they developed a collaborative working culture. Collaboration culture is a social outcome all by itself; it was what we could not achieve. As a result, under the roof of ESYO a group like a commission, was founded included “chambers of architects” and the other NGOs related to culture, art and restoration. There were also other study commissions in ESYO. They created the “the project for provide continuity of Odunpazarı’ houses” and today’ situation of the area. NGOs came together every week and work on what should we do. Then they gave their ‘to do list’ to mayor. But the mayor in his first years between 2003-2006, implemented what these NGOs said. He took care the NGOs studies very much and he was never suspicious and he never criticized. They worked on Odunpazarı houses and brought the project and mayor gave an order to his personnel as this project will implement. It was same for ESYO that was backed the mayor. Although the Odunpazarı Municipality pull of ESYO or it worked separately it does not matter but it provided very much contributions” (R1, F, Odunpazarı).*

*(17) “ESYO became an office of STGM. STGM takes EU project. They took a EU project again and they established something in Eskişehir and gave work to two persons as a manager. STGM paid their wages for two years. But today they don’t pay because project has been finished. Therefore they left from ESYO” (R11, M, Odunpazarı).*

*“Today the STGM’ project does not continue. If the building was not continue with the support of the municipality, the member NGOs of the ESYO could not use any equipments provided by ESYO such as meeting hall. Lastly I left from ESYO two months ago, since STGM project process finished” (R6, F, Odunpazarı).*

*(18) “As I said before, a mayor of an Anatolian sub-district or a mayor of Kızıltepe, to what extend argue on his/her power or influence area. Such a mayor and a mayor of NGOs could be in the same positions. Because the mayor of NGO have more self-confidence. Such a person says “I am a mayor of a NGOs in Eskişehir, I am not an empty person” ” (R10, F, Odunpazarı).*

*“For instance R2 did not participate in later because of her identity as social democratic. But R11 continued to participate in, I think he took a good support. The other also continued but I did not continue. There were persons who did not participate in because of conformity” (R10, F, Odunpazarı).*

*“The persons who came to meetings always the same type. There was R5, R6 and me as persons who were well-educated, I mean from university. The other generally was knowledgeable” (R11, M, Odunpazarı).*

*“Of course the group boundaries are a normal thing. I am from one political party and how I could say anything opposed to my party” (R2, F, Odunpazarı).*

**(19)** *“We thought that we should give a time for speak of the mayor since he was our strategical partner. But he never be in such an attitude that he should talk” (R6, F, Odunpazarı).*

*“An important thing here is the mayor. I think, the mayor of Odunpazarı Municipality is a person who should be researched alone. He never said us do it or not do it. We (ESYO) organized some meetings could be very opposed to him and we realized. He never uses power against us (ESYO). He always open our ways, we only asked for his support and he gave. I explained this to show from where the success came (R4, F, Odunpazarı)”.*

**(20)** *“We could not take anything from them (other participant municipalities). We always gave to where we gone and then turned back without took anything. I mean they always took from us. We went and came back without anything again and again. We went to see if there were other good examples like us but there was not. There was not. There has never been” (R8, M, Odunpazarı).*

*“We talked with them and after a year STGM came to Eskişehir. We gave this project to STGM, we did it and then gave it to STGM. STGM said that we could not do this only in Eskişehir and let’s do it in 5 cities. I mean we started it before STGM. And then we started to meet these NGOs” (R1, F, Odunpazarı).*

*“The issue was power always. I mean continuously power using as we know, we know the most, we do the most” (R12, F, Seyrek).*

## APPENDIX K

### SELECTED QUOTATIONS FROM THE INTERVIEWS WITH THE RESPONDENTS FROM SEYREK

(1) *“Seyrek was a small district with 8000 population and civil society actually civil society had not been developed. With the project we worked to create, I mean we tried to institutionalize civil society which would be the outcome of the project” (R12, F, Seyrek).*

(2) *“We should ask the citizens that “what do you think? Why I am thinking for you? Do I more intelligence from you?” I said “let’s think together, we can do together”. Generally leaders cannot act in such a way, I am not sure why? It is related to our personal complex or aim to protect the position” (R12, F, Seyrek).*

(3) *“I was the first mayor of the Seyrek Municipality. After a hard work during the first years of municipality, we completed technical works, infrastructure of Seyrek. It was the time to do for human, and I was in such a maturity period of myself. I was aware of the lack of such a project and then the project came. Therefore, I hugged the project, it became a road map for me and it made my works easy for me. I went to meeting with a group included six persons, we saw other people there. The project both motivated us and it created a competition between other municipalities. The project was very effective for us” (R12, F, Seyrek).*

(4) *“There was no water in Seyrek, with our mayor water came to Seyrek. There was no constructed ways, therefore, it was not possible to walk with slipper in the streets. You should wear a nylon shoes, durable shoes or boot. In the winters, there was mud all over the village. Municipality was benefactor of population of Seyrek”(R13, F, Seyrek).*

*“When I came to village after our marriage, there were neither asphalt ways nor other things in village. Seyrek was not a place where people can live. At least women could not pass in front of the coffee. Therefore, when women wanted to go grocer, women should pass all of the district instead of passing in front of the coffee as using the short way” (R17, F, Seyrek).*

(5) *“Menemen was a different municipality, and there were eight municipalities depend on the the Menemen municipality. One of these municipalities was Seyrek. The Seyrek Municipality was founded in 1992 as the other four sub-district municipalities of Menemen. All of these municipalities were in the forefront of the Menemen Municipality. But then all of them conjoined to the Menemen Municipality” (R12, F, Seyrek).*

(6) *“Yıldız Tokman and Prof. Serpil Sancar who worked both for KA-DER and STGM were proposed one Municipality from CHP whose mayor was Nurgül Uçar” (R47, F, STGM).*

*“At those times, I was in a searching process. I did not know how I can share as a mayor. I was just trying to something in my own way. But those could not work, and I thought that it should have a different name, different method, and when I was thinking, the STGM’ project came” (R12, F, Seyrek).*

*“I think, first of all KA-DER proposed working with us, and then, STGM called me. There were municipalities taking part in this project, two from AKP, one from MHP and one from BDP. It was İlknur who offered to work with us. Before, we managed things gropingly, but after this project, it began to be a project down-to-earth” (R12, F, Seyrek).*

*(7) “Some of the people from Seyrek did not want to participate, but among the people who wanted to participate, it was asked if this, this and this could be participated, and everybody had accepted, and selected people participated. Nobody said that “he/she was not wanted but others were wanted”, there were not such things. If there was another people who wanted to participate, we could change, but there was not any objection” (R20, M, Seyrek).*

*“In Seyrek when we chose the study group that will going to the meetings, we were in a hall with 100 people from Seyrek. We chose the group both women and men together. I mean, we started to do something, which were what the STGM’ project aimed, slowly. And then the STGM’ project provided us rapid improvement on what we tried to do. People selected five men and one woman who will participate to the meetings as representatives of Seyrek. And five men and one woman came together to talk about the STGM project and meetings for the first time” (R12, F, Seyrek).*

*(8) (a) “We were the participants with the lowest level of education among the all participants. At the beginning, we felt lowly as a graduated from first school, we felt ourselves insufficient. But then when we got used to talk we started to give an answer easily within the other people” (R22, M, Seyrek).*

*(b) “First, fear of plane affected me; I could not sleep at that night. It was my first time to take a plane when we were going to meeting in Beyoğlu. I was so afraid of plane. But now, it is just like take a bus, it doesn’t matter for me. Because then we took plane again to go Kaymaklı and Kızıltepe meetings, I got used to take plane. I participated in the meetings as a representative of Seyrek’ women” (R13, F, Seyrek).*

*(9) (a) “After the meeting, at least we shared our gained-knowledge during the meeting, with the other people in Seyrek. We organized the trips to agricultural areas. We increased our knowledge level. We shared our knowledge that we gained from the coordinator of STGM and the other experts with our friends in Seyrek. We talked about the grants of EU and so on” (R18, M, Seyrek).*

*(b) “Actually we worked mostly on how the locality could be. What are the problems of our locality and how can we solve this problem. After the first meeting in Beyoğlu, people in Seyrek started to talk the municipality. When we came back to Seyrek, people had a right to talk about municipality, its activities and its projects” (R12, F, Seyrek).*

*(10) “In the activities that were realized uniquely for each participant municipalities, we invited everybody and discussed on strength and weak points of the locality and what kind of background could we established to conducted the project” (R47, F, STGM).*

*“I participated all of the meetings and activities, and I organized them. We conducted process analysis to empower the NGOs. Their necessities were very different. We send to Seyrek especially rural development experts. The same process also realized in Kaymaklı, but Odunpazarı did not need such an expert support. Actually it was very nice; the process developed uncontrolled and became an interesting process. The participant municipalities that needed more support were Seyrek, Kaymaklı and Kızıltepe” (R47, F, STGM).*



*“In some participant localities including Seyrek and Kaymaklı there were not any NGOs. We should worked on that. I mean main transformation realized between the municipality and NGOs. Both two side persuaded and their persuasion has continued. In the case of Seyrek, they trusted the mayor very much, and therefore most of them were persuaded. Because the world views of most of the Seyrek population was restricted. And during the project process there were new concepts, definition which were things that not already known by Seyrek population, they started to learn during the project process” (R47, F, STGM).*

*“When you went to Seyrek, the issues can be seen. The main issues were so obvious. We conducted problem analysis study in Seyrek to see what were problems and necessities. There were no other issues. Main problems of Seyrek were agriculture and youths. Youths don't want to stay there, therefore, the population of Seyrek want to develop non-agricultural employment area. People who conducted their agricultural activities want to learn new techniques of agriculture” (R46, M, STGM).*

**(11)** *“We explored that we are sharing the same things with Kaymaklı interms of local. Their lives' level were like our'. People coming from Gazi and İstanbul were the similar, but they were different from us since we are living in a small village” (R18, M, Seyrek).*

*“We became friends with the people participating from Kaymaklı” (R22, M, STGM).*

*“In terms of communication we were talking with the people from Kaymaklı better than the others. Our communication continued with participants of Kaymaklı, two or three times may be we talked even after the project process” (R19, M, Seyrek).*

*“For instance, Seyrek population drink raki, this characteristic made them close to participants from Kızıltepe. I am not sure but may be their life styles or something like that, Kızıltepe was more close with our group. And also our group was close to Kaymaklı group” (R47, F, STGM).*

**(12)** *“Like Kaymaklı, Kızıltepe (Mardin) same with us. Participants from Gazi were different, they abstained, and they did not approve us. And Odunpazarı even did not invite us to Eskişehir” (R20, M, Seyrek).*

*“Eskişehir group scorned us, their district is a central one. They were different, we did not like them. Actually I mean not we did not like them but, they were aleck people to other groups and also to our group. They did not approve us, Seyrek. At that point, we felt a bit our lackness, lack of education” (R23, M, Seyrek).*

*“Actually there was a group conflict with Odunpazarı group, because some people in the entire participant groups though that they were in very different point, we thought they were treasure. But then, they explained the same things again and again. And then they began to disturb other participants. I mean what they said offend us. Especially one of them was disturbing us very much, but I think all of the group members were same” (R12, F, Seyrek).*

*“They, the participants of Eskişehir, were a bit supercilious because they were coming from city center” (R22, M, Seyrek).*

*“I wish, there is a civil society study again. Because you see different places, you meet people and share some things with them. We did not know what civil society is. When our study started, I felt as a student starting to first class in the first school. Not only me, but all of my friends felt in this way. But at the end, everybody worked and waited curiously to see what will happen. In the meeting when the other groups were presenting, we felt relax. We*

*afraid of the fact that if they will ask a question. There was an educational level difference between us and the other groups” (R22, M, Seyrek).*

*“There was a problem, because we were talking with a new terminology for most of the participants. Except that the mayor, none of the participants from Seyrek did not understand what we talk for a long time. For instance, there was a woman (R13) participant from Seyrek, she participated all of the meetings. She was so bored, she did not understand and she was very right to not understand. Of course the others did not understand. They met a new terminology including strategy, swot analysis, planning, strength and weakness and so on. When we talked with these terms, she bored and she yawned again and again. In Kaymaklı, there were also the same problems. But we did not meet these problems during the activities in localities. We used their daily language in the meetings and activities in their localities. But in the general meetings, there were experts came from out of the project, and the experts used their daily language, which created problems” (R46, M, STGM).*

**(13)** (a) *“The participants from Seyrek, except the mayor, were very weak. As a result they did not create and activate social dynamics” (R46, M, STGM).*

*“We worked to arrange something in order to differences between people. We worked to create most suiTable environment where each of the participants will be in the process. But of course, there could be some issues we could not succeed. Actually, the project was very successful; at least we worked to support municipalities with the special activities in their localities” (R47, F, STGM).*

*“If there were similar localities with similar problems, they could not see. I think collecting such different municipalities together was fine. The meeting where the participant municipalities are in the same level could be uninteresting. With the project, they saw that there are different possibilities. And just now when I am thinking, I began to appreciate the Odunpazarı group, because they did not lose their stance” (R47, F, STGM).*

*“Eskişehir, generally motivated the process and the other groups. I don’t think that their role was very negative. Sure sometimes they became dominant, they made some dominating talking and they did not give talking right of the other people. But in general, nobody thought about R5 negatively. Because everybody knows that he knows too much and so nobody disturbed because of his too much talking. I think, it was not negative” (R47, F, STGM).*

*“I think, the process was very stimulating for Seyrek and Kaymaklı, because they saw a different possibility for themselves. Moreover, they created an opportunity, they had experiences. The most critical result was the fact that their prejudices were broken. It was the first time for these municipalities to participate in such organizations/meetings” (R47, F, STGM).*

**(14)** *“Kaymaklı was a municipality from MHP, but we became sibling municipalities with Seyrek Municipality from CHP. After the project, we met with Seyrek mayor’ with our families” (R34, M, Kaymaklı).*

*“There were five participant municipalities, we did not go to Odunpazarı (Eskişehir), we went to three different cities to meetings. Then Kaymaklı (Nevşehir) group came to Seyrek because I invited them. It was not an activity depend on the project. I just invited them and they came to Seyrek” (R12, F, Seyrek).*



(15) *“I was a mayor of women initiative in Seyrek, I was a mayor of women’s branch at the same time. Actually I was in all groups, I mean I was a person after the mayor and I worked to piece together some things. We came together to meet on Fridays in every 15 days, all group but mostly women participated in these meetings. Sometimes, once a month, we came together with men. But our groups with seven persons came together that was different. And once 15 days we came together with all of the Seyrek women. We were talking with the mayor face to face, everybody can talk openly. For instance, our mayor asked us regularly about the project for the village. And we decided together according to decisions of majority. The mayor took a decision with us that were shared decisions; she did not take decisions alone, but what the Seyrek people wanted”* (R13, F, Seyrek).

(16) (a) *“In Seyrek, it was not important that how much you explain the civil acting or moving together, the issue came back to the agricultural activity again and again. People always waited that what my benefit will be in my daily life. They waited our support to enrich their life in a short time period. For instance, we said to Seyrek population that “let’s found a public barn and used it together”. Then, they said that “let’s come and found a public barn, how we will found and how we will manage this barn”. Actually, they did not want to found a public barn because everybody wants to look after their cow in their garden. I mean they cannot be open-minded. Why they cannot? Because they did not want to lose their traditional life, because they got used it”* (R46, M, STGM).

(b) *“The most beautiful study was the study conducted in Seyrek. It was so well, it was 2-3 days meetings. We collected farmers and animal raisers, experts came and gave lectures, women exhibit local handiworks and meals. There was a rivalry between the participant localities. We were waiting what they will do and what we will do. The most beautiful organizations were in Seyrek and in Beyoğlu”* (R19, M, Seyrek)

(c) *“The first meeting was in Beyoğlu/ İstanbul, then second was in Nevşehir, then third was in Seyrek, and then four and the last was in Mardin. The women initiative of Seyrek called as ‘Mothers’ house’ initiative was founded in Seyrek, the studies conducted, women were cooked house meals and breads, women’ productions sold in Bornova. I mean these studies have effects and make contributions”* (R18, M, Seyrek).

(d) *“For instance, mayor gained a grant from EU and we said the people in Seyrek, the project was not lost of time and effort, mayor gained money from EU, Euros and Dollars came to Seyrek. We tried to persuade them to not emergence of polarization in Seyrek. Actually, until the coming of coordinator of STGM to Seyrek, everybody think different things. But when the coordinator came here and organized a meeting in 2 days, everybody persuaded. This meeting was very crowded”* (R23, M, Seyrek).

(17) *“Three persons still don’t talk with me because I was a supporter of Nurgül Uçar. We were subject to discrimination. In Seyrek, sometimes even brothers did not talk each other’s”* (R14, F, Seyrek).

*“We did not do anything to them but they saw us as enemy. Their mayor was selected one time, and they saw us as enemy, but we selected many times and we never saw them as enemy. They shouted brawlingly such as “why do you vote to her” on the street. I said that “I am free, even my husband could not say to whom I will give my vote, why do you try to intervene me””* (R14, F, Seyrek).

*“We still called her as our mayor. For instance, my family generally votes to DYP, and after my marriage I began to vote CHP. Nevertheless, my brother does not accept that I vote to CHP, and he is vexed with us. He said “why you turned from DYP to CHP”. Our mayor*

*gave my husband a job, how can I forget this. How I cannot follow her. She gave job to many of our younger population” (R15, F, Seyrek).*

*“Although we are living in a same village, even the coffees were separated. Even in the wedding, the groups still dance with only their own groups” (R15, F, Seyrek).*

*(18) “I think, there are not any outcomes of the project. However, for instance, we planned our bazaar area as a result of the questionnaire that asked the population of Seyrek for their preferences about the area of bazaar. Then people made a habit of taking decision together. For instance, I called women in every 15 days and I explained them what I was doing in the municipality. I called men and explained them, which is a big improvement. Moreover, theatre of children, studies of children, courses in the municipality building, and then the vocational courses for women. All of them became easier with the project and we gained speed. I mean after the project, I knew where I can find what? We met with ‘Nature Association’. There was a big ascension; it was a fast accession. I gained people who I could consult. There are many contributions of the project” (R12, F, Seyrek).*

*“What happened in the village? Women consciousness increased, both women and men gained knowledge. There have been different things in Seyrek after my coming to Seyrek with my marriage” (R17, F, Seyrek).*

*(19) “‘Nature Association’ has been working in Gediz Delta since 2002. In 2007, it decided to tourism project for the Gediz Delta. We selected the nature tourism as a mean to meet the people from İzmir and the population of Seyrek and Sasalı. Actually there are many villages in the Gediz Delta, but at those times we chose Seyrek and Sasalı as a focus. Both of these districts were municipalities at those times, before their closing. It was a project developed in the partnership of ‘Nature Association’ and ‘Aegean association to protect the natural live’. It was supported by EU and the coordinator of the project was ‘Nature Association’” (R24, F, Seyrek).*

*“Our project was not a part of STGM project. However, STGM project prepared background that helps us to conduct our project easily. We proceeded in Seyrek easier than in Sasalı. They were two districts in the same region but in Seyrek our studies went easily. We works all around Turkey. Generally, if there was not a central person, like the mayor of Seyrek, who gained trust of people, take the lead, we meet with many difficulties” (R24, F, Seyrek).*

*(20) “The mayor of Seyrek Municipality was also mayor of İZKUŞ, when she was mayor. But since she is not mayor today, she is not a formal part of İZKUŞ” (R24, F, Seyrek).*

*“The Project of Gediz Delta was related to İZKUŞ, since I was the mayor of municipality. But this project and STGM project came together and increased the fast of the developments. I mean we (Seyrek population) became aware of protection, sustainability, what we want. The whole picture emerged; we had small parts of the picture. These small parts became a whole picture related to Seyrek’ identity” (R12, F, Seyrek).*

*“The population of Seyrek is different. They came from Selanik, and Sasalı village came from all around Turkey. Therefore, the people of Sasalı are very different from the people of Seyrek. What they do, what they talk and how they talk are very different” (R24, F, Seyrek).*

*(21) “Everything was very nice; we still don’t understand how and why our municipality was closed. We filed a complaint against closing of our municipality” (R14, F, Seyrek).*

*“The cancellation of the municipality finished us. After the closing of the municipality, the project finished” (R22, M, Seyrek).*

*“I wish our municipality did not close, if it was not closed, now we can be doing studies in some place” (R19, M, Seyrek).*

*“I feel myself in the air, I feel that. When our municipality opened, I went to municipality with a huge excitement as a girl who elope. I had finished my homework’s fast, and then I went to municipality. I waited to assign a task to me. I was enjoying when I made a task, I was doing with a pleasure” (R13, F, Seyrek).*

*“I went to Beyoğlu and Mardin. I participated all of the meetings. But as I said before, since the municipality was closed in Seyrek, everythings are left half, unfinished” (R21, M, Seyrek).*

*“The municipality became a reflector of everything in Seyrek. Before the foundation of municipality, women could not pass through the bazaar. They could not take a car or bus from bazaar. Everything became easier and freer with the municipality” (R22, M, Seyrek).*

*“We were in a unity. We were waiting for the day when our mayor will call us. We went to municipality and met continuously, we aware of everything, we have never broken away” (R14, F, Seyrek).*

*“Of course it had contribution to developments in our village. For instance, ‘Gediz project’ was started all together, we gained EU grants depend on the project. Of course it would be better if we could prepare projects, but we could not do such things” (R18, M, Seyrek).*

*“The computer course was opened. I can use internet, I can do video-talk on the internet. Seyrek is different from the other villages-district. Everybody says the same things and saw Seyrek different. Seyrek is different and the population of Seyrek very lucky”(R13, F, Seyrek).*

*(22) “Most of the things in realized in the Seyrek result of the woman mayor. Because when women wanted to go to municipality, there was not a problem. I wrote my husband in two lines to say “I will be in municipality”, he did not ask why did you go?” (R13, F, Seyrek).*

*“Our mayor had educated women first, and then women educated their husbands. Why I don’t know but we went to municipality with over-zealously” (R15, F, Seyrek).*

*“First women were educated, then husbands were educated. Childrens were also educated in the process” (R17, F, Seyrek).*

*“We (women) are free in every aspect. For instance, when I went to my husband and say that “I am going to go somewhere”, he does not say anything, I can go. I mean, men were also educated with us. When I said, “I will go to municipality today”, he never asked why you go” (R14, F, Seyrek).*

*“In Seyrek, women could not pass in front of coffee in old days. After the election in 1992, I was the only woman who passed in the middle of the bazaar and in front of the coffee. Then before the election in 2004 during my talk for election, everybody were in the public space, and women and men were drinking tea at the coffee, women came to public space with their husbands. Of course my gender was very affective on this transformation. Women and men*

began to come together around 2004, and with the STGM' project we started to talk about these issues" (R12, F, Seyrek).

(23) "In my opinion, the most beautiful study was in Seyrek, it was 2 or 3 days. We collected farmers; experts came and give seminars, women exhibited their home made produce" (R19, M, Seyrek).

The studies were conducted in Seyrek was successfully, they were wonderful, wonderful. Very successful" (R23, M, Seyrek).

"We were more assertive, we said at the beginning as we are more successful" (R23, M, Seyrek).

(24) "We want that our local people live where they were born and Seyrek don't emigrate. I had such an aim. Seyrek is a village with agricultural lands in the Menemen plain. I don't want to Seyrek people look for works in the fabrics. Land is a fabric, farming is a job which provide happy, successful life with a high earn" (R12, F, Seyrek).

(25) "I believe that actually everybody has a desire to have a role-responsibility. However, too many people think what an individual will do. It means you don't have to think I will think for you. I am an national education minister I will think, I am economy minister, I will think. It could not such a way. People say I have a voice right, I can achieve but nobody who is in the higher level in the management hierarchy give a change to him/her. Nobody gave a change to them, don't listen them and don't care about them. Actually when you provide a little space for people by giving value to them by saying you are an individual you are precious, people is open to gain which could be transformed people" (R12, F, Seyrek).

(26) "We talked with a new terminology. For instance, the participants from Seyrek, except that the mayor, could not understand anything. They did not understand for a long time. There was a woman who participated to all meetings. She was very bored, she did not understand anything. She is very right to not understand, the others also could not understand. They met such a new language including startegies, swot analysis, planning etc. for the first time" (R46, M, STGM).

(27) "There were courses in Seyrek. Women started to earn money after these courses. The mayor created oppotunities to sell the women' products. We always said that to sell the products of women, they should establish a cooperative. For a time, they search for the foundation of a cooperative but then they did not. There is a woman in Seyrek-R13- who call the others and say you will do this, you will do this. Then money is coming but sometimes division of money is not satisfied them, because there is not a cooperative or such a system. Even the mayor is not continuing because the Seyrek Municipality was cancelled, the courses could be continued. But the women who sell these products need to earn money. Since there is not a system they wear out each other's and it did not continue. If they was a cooperative, it could be still sustained" (R24, F, Seyrek).

"It was very hard in Seyrek rather than Sasali. When women came together, mayor said women that "come and participate, you will produce products, if you will participate, you could earn money". Mayor used such an awarding system that was very bad. Because women participate to course not for the delta but for earning money. They did not talk with the women to explain why we were doing the activities. Such attitude made hard the process for us. Since the mayor gave a promise to women about earning money" (R24, F, Seyrek).

(28) (a) "In Seyrek, the mayor taken the decisions always" (R46, M, STGM).

(b) *“For instance mayor’ rough attitude was very important. Such an attitude was a very respectful in such a male dominant society. Because people like the other people who look like them. They loved the mayor because they saw her as rough woman instead of woman. The body language of the mayor was the biggest factor on this” (R46, M, STGM).*

(c) *“The mayor have influence everywhere. People in the village listen her. When she said “let’s do this”, it was not a problem” (R24, F, Seyrek).*

(29) *“The difference of Seyrek from Sasalı which put forward Seyrek was the fact that for instance we will organize a dinner for women which need to organization. In Seyrek mayor did not work alone or the other personal of municipality did not work. The women of Seyrek worked for such organizations. Because before our project, they got used to act collectively and being a group with the STGM’ project. We could easily understand each other’s. There was a difference between the mayor of Seyrek and the other mayor” (R24, F, Seyrek).*

(30) *“Today we don’t care about if we are passing from the normal way of we are passing from the bazaar. We are going to bazaar without any trouble. But in old days, men said that “why you were passing in bazaar, did you want to show you”. Now they said, “why you are passing from the by-road, pass from the bazaar”. Moreover my husband says me that “come and sit drink a cold beverage”” (R13, F, Seyrek).*

(31) *“In Seyrek before our project women got used to go to municipality. The process started with the being mayor of the mayor. Moreover, the women did not have a social life in Seyrek before. They started to go to streets with the courses and began to go to municipality. I mean based on Seyrek people explanations, a woman who was crummy before became more soigné and she earns money. Therefore, she is less exposed to violence of her husband, her husband respect her” (R24, F, Seyrek).*

(K (28b))

*“Of course there was an effect of myself as being a woman mayor. But it was a municipality process to which everybody participated. It was such a point that although women and men did not come together, they become to come together and discuss. The project brought these issues in agenda. For instance we selected working groups for which we were together in a hall with a hundred people. We selected the participant groups’ women and men together. We were started such activities before the project. We went to five men and a woman and me but I do not count myself as a woman. We came together with these men and a woman to talk about the project for the first time” (R12, F, Seyrek).*



## APPENDIX L

### DESCRIPTIVE STATISTICS FOR EVALUATIVE VARIABLES OF PERCEIVED SUCCESS AND CONTENT GROUPS, DIMENSIONS, AND ATTRIBUTES OF PARTICIPATORY PROCESSES

L.1: Descriptive statistics for success and general content groups.

<b>Descriptive Statistics</b>			
Success& General Content Groups	Mean	Std. Deviation	N
Success	4.8000	1.72679	45
Interactional	68.9333	31.46239	45
Contextual	62.8667	28.82518	45
Procedural	21.1111	13.98412	45
Individual	18.2667	16.45849	45

L.2: Descriptive statistics for success and cultural contextual content group' dimensions.

<b>Descriptive Statistics</b>			
Success & dimensions of 'Cultural-Contextual' content group	Mean	Std. Deviation	N
Success	4.8000	1.72679	45
CC_Social Dynamics	35.6667	18.20464	45
CC_Cultural	17.3778	10.31171	45
CC_Contextual	4.9556	4.99980	45
CC_Conflict	4.8667	4.18113	45

L.3: Descriptive statistics for cultural contextual content group and its dimensions.

<b>Descriptive Statistics</b>			
'Cultural-Contextual' content group & its dimensions	Mean	Std. Deviation	N
Cultural-Contextual (CC)	62.8667	28.82518	45
CC_Social Dynamics	35.6667	18.20464	45
CC_Cultural	17.3778	10.31171	45
CC_Contextual	4.9556	4.99980	45
CC_Conflict	4.8667	4.18113	45

L.4: Descriptive statistics for success and cultural-contextual content group in general, positive and negative meanings.

**Descriptive Statistics**

Success & 'Cultural-Contextual' content group in general, positive and negative terms	Mean	Std. Deviation	N
Success	4.8000	1.72679	45
G_Cultural-Contextual	20.6889	10.11260	45
POS_Cultural-Contextual	18.2444	11.79205	45
NEG_Cultural-Contextual	23.9333	18.40257	45

L.5: Descriptive statistics for success and content groups in negative meaning.

**Descriptive Statistics**

Success & General Content Groups in negative terms	Mean	Std. Deviation	N
Success	4.8000	1.72679	45
NEG_Interactional	27.0000	18.82938	45
NEG_Cultural-Contextual	23.9333	18.40257	45
NEG_Procedural	5.8222	6.56190	45
NEG_Individual	10.4889	13.56068	45

L.6: Descriptive statistics for success and pre-defined socio-psychological dimensions.

**Descriptive Statistics**

Success & the 'pre-defined socio-psychological' dimensions	Mean	Std. Deviation	N
Success	4.8000	1.72679	45
Communication	5.0444	1.50689	45
Power	3.3111	1.86867	45
Relationship	4.8444	1.75752	45
Attribution	4.7778	1.86948	45
Persuasion	5.0444	1.82103	45
Social Dynamics_Pos	4.8444	1.62307	45
Social Dynamics_Neg	3.5333	1.67332	45
Conflict	2.6000	1.52852	45
Culture	4.7111	2.17028	45



L.7: Descriptive statistics for success and communication attributes.

<b>Descriptive Statistics</b>			
Success & Pre-defined 'Communication' Attributes	Mean	Std. Deviation	N
Success	4.8000	1.72679	45
Continuity of Communication	4.3556	1.83595	45
Emotional Communication	4.6444	1.59766	45
Rational Communication	4.8222	1.72269	45
BodyLanguage	5.2889	1.64624	45

L.8: Descriptive statistics for on communication and communication attributes.

<b>Descriptive Statistics</b>			
'Communication' Dimension & Pre-defined 'Communication' Attributes	Mean	Std. Deviation	N
Communication	5.0444	1.50689	45
Continuity of Communication	4.3556	1.83595	45
Emotional Communication	4.6444	1.59766	45
Rational Communication	4.8222	1.72269	45
BodyLanguage	5.2889	1.64624	45

L.9: Descriptive statistics for success and attribution attributes.

<b>Descriptive Statistics</b>			
Success & Pre-defined 'Attribution' Attributes	Mean	Std. Deviation	N
Success	4.8000	1.72679	45
Effects of External Dynamics	3.9778	1.94806	45
Effects of Internal Dynamics	4.8222	1.74888	45
Consistency	4.4222	1.80264	45
Consistency' Effect	4.9778	1.78998	45

L.10: Descriptive statistics for attribution and attribution attributes.

<b>Descriptive Statistics</b>			
'Attribution' Dimension & Pre-defined 'Attribution' Attributes	Mean	Std. Deviation	N
Attribution	4.7778	1.86948	45
Effects of External Dynamics	3.9778	1.94806	45
Effects of Internal Dynamics	4.8222	1.74888	45
Consistency	4.4222	1.80264	45
Consistency' Effect	4.9778	1.78998	45

L.11: Descriptive statistics for success and persuasion attributes.

**Descriptive Statistics**

Success & Pre-defined 'Persuasion' Attributes	Mean	Std. Deviation	N
Success	4.8000	1.72679	45
Peripheral way to persuasion	3.1778	1.76183	45
Central way to persuasion	4.6667	1.80907	45

L.12: Descriptive statistics for persuasion and persuasion attributes.

**Descriptive Statistics**

'Persuasion' Dimension & Pre-defined 'Persuasion' Attributes	Mean	Std. Deviation	N
Persuasion	5.0444	1.82103	45
Peripheral way to persuasion	3.1778	1.76183	45
Central way to persuasion	4.6667	1.80907	45

L.13: Descriptive statistics for success and success definition content groups.

**Descriptive Statistics**

Success & Content Groups of the Success Definition of Respondents	Mean	Std. Deviation	N
Success	4.8000	1.72679	45
SD_Organizational	3.1556	4.55250	45
SD_ProcessOutcomes	1.6222	3.94444	45
SD_Individual	1.1111	2.50656	45
SD_Interactional	.7111	1.61839	45
SD_Contextual	.6889	2.05407	45

## CURRICULUM VITAE

### PERSONAL INFORMATION

Surname, Name: Kulözü, Neslihan  
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### EDUCATION

Degree	Institution	Year of Graduation
MS	METU, Urban Design	2008
BS	Ankara, University Landscape Architecture	2003
High School	Kurtuluş Lisesi, Ankara	1998

### WORK EXPERIENCE

Year	Place	Enrollment
2004- Present	METU Dep. of City and Regional Planning	Research Assistant

### FOREIGN LANGUAGES

Advanced English, Beginner German

### PUBLICATIONS

1. Kulözü, N. 'Planlamaya Katılım: Araç mı, Amaç mı?', KBAM Kentsel ve Bölgesel Araştırmalar 2. Sempozyumu, Planlamanın Dünü, Bugünü, Yarını: Planlamada Yeni Söylem Arayışları, Ankara/ Turkey, pp.159-170, 8-9 December 2011.
2. Kulözü, N. 'Second Homes Development in Turkey and Its Effects to Traditional Settlement: A Case Study of Alaçatı', Central European Journal of Architecture and Planning FA STU, pp. 27-33, 2008/01.
3. Kulözü, N. 'Türkiye'de Turizm Projeleri: Alaçatı Örneği', Peyzaj Mimarlığı III. Kongresi "Hedefler-Stratejiler-Politikalar", Antalya/Turkey, pp.21-26, 22-25 November 2007.

4. Fernandes, M., Kulözü, N., Gomez, N.L. 'Connecting the local and global' in Local Identity and Globalisation: Final Report of the YTK/IFHP Urban Planning and Design Summer School 2007 (eds. Thomas Ilmavirta), pp.104-109, publications in the centre for Urban and Regional Studies.
5. Kulözü, N. 'Transformation of Ankara's Urban Open Spaces: a case study of Çankaya Botanical Garden', 3<sup>rd</sup> International Congress Livable Environments & Architecture, Trabzon/Turkey, pp.637-646, 05-07 July 2007.
6. Kulözü, N. 'Ekosistemin Yerel Yaşam Ve Yöresel Mimarideki Yansımaları: Beydili Köyü Örneği', Ekolojik Mimarlık Ve Planlama Ulusal Sempozyumu, Antalya/Turkey, pp.218-220, 27-28 April 2007.
7. Kulözü, N. 'The Meaning of the Çankaya Botanical Garden in the Green Area System of Ankara', Symposium and Annual Meeting in the Nordic Association of Architectural Research, Aarhus/Denmark, pp.23, 19-21 April 2007.
8. Kulözü, N. 'Questioning the Contemporary Situation of Hacı Bayram District by Looking the Implementation Practice of Hacı Bayram Veli Mosque Environmental Renewal Project', New concepts and Approaches for Urban and Regional Policy and Planning? International Conference, Leuven/Belgium, 02-03 April 2007 (published on conference CD).
9. Kulözü, N. 'Second Homes Development in Turkey and Its Effects to Traditional Settlement: A Case Study of Alaçatı', 1<sup>st</sup> AESOP Young Academic Meeting, Bratislava/Slovakia, 07-10 February 2007.
10. Kulözü, N., Açmaz, M. 'Transformation of House-Typology in the Ancient Priene City', 1<sup>st</sup> International CIB endorsed METU postgraduate conference, Ankara, pp.643-653, 17-18 March 2006.
11. Kulözü, N. 'Yenilenebilir Enerji Politikaları: Fransa Örneği'- III. Yenilenebilir Enerji Kaynakları Sempozyumu ve Sergisi- TMMOB Elektrik Mühendisleri Odası, Mersin/Turkey, pp.6-11, 19-21 October 2005.

## **HOBBIES**

Yoga, Movies, Documentaries, Cooking, Trekking.